

**AN INVESTIGATION OF TEACHER EDUCATORS' PERCEPTIONS AND
IMPLEMENTATION OF FORMATIVE ASSESSMENT AT A COLLEGE OF
EDUCATION IN NAMIBIA: A CASE STUDY**

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ABSTRACT

Changes in assessment practice in education are a global issue. Colleges of Education in Namibia also need to accommodate these changes in their training programs for student teachers, to model their practice of all modes of assessment in teaching and learning. Emphasis should be placed on assessment for learning, which is formative in nature. This qualitative case study investigated the following questions: How do teacher educators understand the principles and strategies of formative assessment and how do teacher educators implement formative assessment in their own teaching, which in turn serves as an example to their student teachers.

I used three methods of collecting data: interviews, observation and document analysis. The data identify a range of findings in the teacher educators' professed understanding of formative assessment and how it is implemented in their own practice. The data also identify challenges facing the teacher educators in terms of setting a good example to their student teachers in the area of formative assessment.

This study also offers suggestions for further studies on formative assessment. These include a suggestion for teacher educators to look at their own practice of formative assessment principles and strategies. A major cross department study could be conducted that includes teacher educators from different subject areas to see to how the implementation of formative assessment in the college varies from one department to another. A third possibility suggests a study involving student teachers from various areas of specialization in the college to see to what extent the implementation of formative assessment in the college affects their future assessment practices.

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ACRONYMS

1. ARG Assessment Reform Group
2. BERA British Educational Research Association
3. BETD Basic Education Teacher Diploma
4. LCE Learner Centered Education
5. MBEC Ministry of Basic Education and Culture
6. MEC Ministry of Education and Culture
7. MoE Ministry of Education
8. NIED National Institute for Educational Development
9. UNAM University of Namibia
10. ZPD Zone of Proximal Development
11. ICT Information Communication and Technology

CHAPTER 1

INTRODUCTION

This chapter introduces the research study. It includes the research context, the research goals and questions. It also explains the organization of the thesis.

1.1 Research context

Educational policy documents worldwide advocate a shift from the old way of assessment based on the positivist paradigm to a constructivist paradigm (Wilmot, 2003; Shepard, 2000). Shepard (2000, p. 4) commented that earlier assessment strategies were underpinned by a “highly consistent theoretical framework in which concepts of scientific measurement were closely aligned with traditional curricula and belief about learning”. Namibia has embraced this global shift. Soon after independence in 1990, Namibia’s education system embarked on a major reform process based on learner-centeredness. This naturally affected Namibian teachers. Their assessment strategies had to change in order to capture a fuller range and level of competences amongst Namibian learners (National Institute for Educational Development [NIED], 2003). The new emphasis was on *learning with understanding*, with assessment interwoven into a teacher’s teaching (Shepard, 2000).

In Namibia’s pre-independent educational system, the emphasis was on summative forms of assessment, mainly in the form of tests and examinations (Namibia. Ministry of Education and Culture [MEC], 1993). Post-independent Namibia adopted learner-centered education, which demanded a “re-think [of] the role of examinations, where previously examinations were generally regarded the sole measure of success for individuals; they will now become one of several tools for assessing and evaluating progress” (Namibia. MEC, 1993, p. 123).

Namibia’s learner-centered assessment policy, with its emphasis on continuous assessment, highlights the *formative* dimension of assessment (Namibia.MEC, 1999). Assessment at all levels

of Namibian education should be geared towards assessing *process* as opposed to only *product*. It seems, however, that Namibian teachers have experienced a number of problems adjusting to this new system of formative assessment. An evaluation done on the implementation of learner-centered education in association with the Namibian Broad Curriculum concluded that there is a strong need for greater “assessment literacy” amongst teachers if learner-centered principles are to be implemented successfully (NIED, 2003, p. 28).

This same NIED evaluation document found inconsistencies in the implementation of learner-centered education. Most teachers continued to “teach for examination” (NIED, 2003, p. 27). Research conducted by Hamukonda (2007) and Matheus (2007) found that Namibian teachers have an understanding of continuous assessment, which is formative in nature, but lack sufficient knowledge of how to implement it. These findings suggest that teachers need clearer direction on how to go about formative assessment.

The problem of effective implementation of formative assessment has been a source of concern worldwide (Black & William, 1998; Black, Harrison, Lee & Marshall, 2002; Black, et al., 2003).

1.2 Research goals

As a teacher educator in one of the Namibian colleges, I too came to recognize that the assessment issue is a recurrent source of concern. Teacher educators in various academic meetings have raised the question of how best to achieve *assessment for learning* [formative assessment]. Furthermore, moderation reports on our students’ School Based Studies component emphasize that much improvement is needed in the way student teachers teach and assess (NIED, 2005, 2006, 2007). These concerns prompted me to investigate teacher educators’ understandings of formative assessment principles and strategies and to see how they implement formative assessment; and whether they do so in ways which could also provide an example to their own student teachers’ practice. My findings would, I believe, provide me with an insight into the extent to which teacher educators understand and implement formative assessment in their own practice and how they prepare new teachers for it. This awareness would also enhance my *own* understanding of the assessment practices I myself use in my own teaching. This, in turn, would

improve the role model I provide for my student teachers and their capacity to learn assessment practices more in line with Namibia's formative assessment policy.

1.3 Research questions

In order to achieve these goals, I needed to pose the following research questions:

1. What do teacher educators understand the principles of formative assessment to be?
2. How do teacher educators implement formative assessment in practice and in so doing provide an exemplar to their own students teachers?

1.4 Organization of the thesis

The thesis is divided into six chapters.

Chapter One is the introduction, in which I have briefly described what prompted me to undertake the study, the context, my research goals and research questions.

Chapter Two is a literature review in which I explore the historical background of assessment and a specific discussion of the origin and shift of assessment in the education system in Namibia. The chapter also looks at the implications that formative assessment has for the reform of teacher education in Namibia and how it should be implemented.

Chapter Three explains the methodology of the study. Here I describe the research site, the research design, research questions and goals, research orientation, the sampling of the participants, ethical protocols, the research tools used in my research, and how the analysis was done. Finally, I consider issues of validity as well as the limitations of the study.

Chapter Four is where I present the findings of my research collected through interviews, observation and the analysis of documents under the categories based on my research questions. These include additional detail on the background of the college where the study was conducted and of the participants in the study. I reveal my findings about the teacher educators' perceptions

of the principles and strategies for the implementation of formative assessment strategies and their implementations of those strategies in their teaching.

Chapter Five presents an analysis and discussion of the findings based on my two research questions,

Chapter Six provides the closing reflections of my study, and offers ideas for further research that may help inform the assessment practices in the College. I also write about the lessons I learned from this research experience in relation to my own practice.

CHAPTER 2

LITERATURE REVIEW

If we teach to encourage deep learning, we need to use assessment techniques to foster such learning. If we continue to reward reproduction of knowledge, and rely heavily on an examination system only, we encourage surface learning

(Sutherland & Peckham, 1998, cited in Geysler, 2004, p. 90).

Assessment is the backbone of teaching and learning for understanding. Black & Wiliam (1998) in their review of 250 articles about formative assessment place great emphasis on how it can be used to enhance learning. If, as NIED (2003) recommends, Namibian teachers become more assessment literate, their formative assessment strategies will enhance how our learners learn. This chapter briefly explores some historical background of assessment issues, followed by a discussion of literature around the shift in assessment practices introduced into Namibia. The chapter also looks at views on the implications that formative assessment may have with regard to reforming teacher education in Namibia.

2.1 Changing views on assessment

Earlier views of learning tended to be dominated by the behavioral theory of learning (Shepard, 2000). They were based on a positivist paradigm in which knowledge was generally viewed –as certain facts, truths, relationships, which exist in the world and which we discover through applying ourselves to exploring the world methodically” (Wilmot, 2003, p. 3). Learning was seen to involve breaking knowledge into smaller, more manageable bits or steps (Skinner, 1954, cited in Shepard, 2000, p. 5). A result of this view was that assessment tended to be seen as –separate from teaching and learning and achieved mainly through summative means” (Brooks & Brooks, 1993, cited in Moll, 2002, p. 7).

Recent trends in assessment advocate a more open system where learning is seen as an active process based on learners' learning with understanding. This kind of learning was advocated by the cognitive constructivist view of learning (Wilmot, 2003). In this view "learners are provided with the opportunity to construct their own sense of what is being learned by building internal connections or relationships among the ideas and facts taught" (Borchi & Tombari, 1997, cited in Fraser, 2006, p. 58). These ideas owe a lot to Vygotsky's conceptualization of learning as a social process, in terms of which all information and ideation is socially constructed (Shepard, 2000).

Lunt (1993) argued that "any assessment which does not explore the zone of proximal development (ZPD) must only be a partial assessment" (p. 157) as it looked at the product rather than the process and overlooked the collaborative activities in learning. Learner-centered education principles have their roots in social constructivist theory where learning is not seen as passive, but as an active process of mental construction and sense making. Traditional assessment methods are largely inconsistent with a social constructivist view of learning as being achieved through conceptual understanding rather than memorization of facts, and approach which the Assessment Reform Group [ARG] (2002), (a British-based group which has helped develop some principles for formative assessment) describes as "assessment *for learning*, (formative assessment) and not *of learning* (summative assessment)" (p. 1).

The social constructivist approach requires teachers to assess learners closely through a social process, which leads to the development of the "intellectual abilities, construction of own knowledge, and information of students' identity" (Shepard, 2000, p. 4). However, bringing assessment practices in line with a social constructivist way of teaching and learning can only be done if teachers have the insight and ability to put its underlying theory into practice.

2.2 Namibian education reform

After Namibia achieved independence in 1990, the education system underwent major reform, guided by the four national goals of access, equity, quality and democracy (Namibia. Ministry of Basic Education and Culture [MEC], 1993).

The reform process affected Namibian teachers' assessment strategies. In the previous education system, emphasis was generally on summative forms of assessment; mainly in the form of tests and examinations. A key dimension Namibia's new policy was continuous assessment, and most especially with a call for greater use of formative assessment, which emphasized the assessment of process rather than product.

A wider variety of assessment strategies (primarily formative in nature) is considered more likely to allow learners to learn with understanding. Examinations and tests were no longer the sole measures of success for learners, but now became some of several tools for assessing and evaluating learner progress. (Namibia. MEC, 1993, p. 123).

The responsibility for inducting Namibia's student teachers into effective learner centered education strategies is in the hands of our University of Namibia (UNAM) and Namibia's four Colleges of Education. The Colleges all offer the Basic Education Teacher Diploma program (BETD). An important part of this program is that teacher educators have to assess record and give constructive feedback on their student teachers' works (Namibia. Ministry of Education [MoE], 2007b).

This research looks at how this is achieved at one of these colleges in Namibia. In addition to specific tuition in assessment and other teaching skills, teacher educators also try to model assessment practices in their own teaching as another way of developing their students' insights (NIED, 2007).

2.3 Formative assessments as a new way of assessing

Formative assessment is described in a number of ways in the literature. Black & Wiliam (1998) describe formative assessment as an assessment:

Encompassing all the activities undertaken by teachers, and /or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. (p. 7)

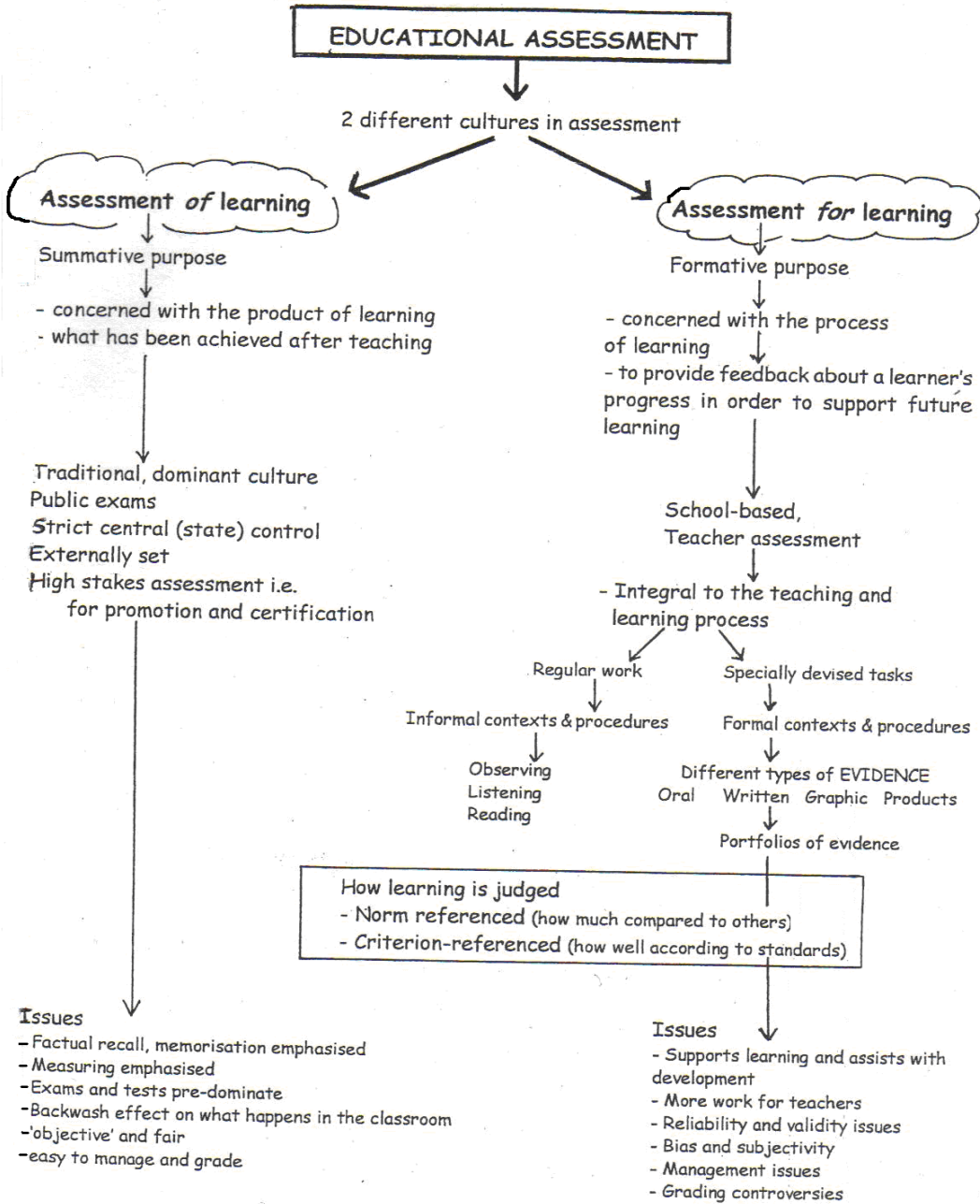
Geyser (2004, p. 93) describes formative assessment as a "day to day assessment designed to support learning during instruction time and not after the teaching and learning". Scherer (2008)

describes formative assessment as ~~in~~formative assessment” [my emphasis]. It informs educators about the progress of their learners and is ~~at~~ the heart of teaching for long term learning” (p. 1).

Many Namibian education documents for example, Namibia.MEC (1993) use the phrase, ~~life~~-long learning, a process not an event” (p. 11). The common thread here is that through formative assessment teachers gather evidence about their learners’ learning (Heritage , 2006) and this then becomes a diagnostic tool’ (Boston, 2002, p. 1).

Formative assessment differs from summative assessment in a number of important ways. Shirley (2005) provides the following analogy for assessment. The analogy was developed by Clarke and uses the comparison of children with plants. Summative assessment of plants would be the process of simply measuring them. Formative assessment on the other hand is the gardeners’ equivalent of feeding and watering the plants directly affecting their growth (Shirley, 2005, p. 5). Formative assessment is thus a ~~pr~~rocess of gathering, interpreting recording and using information about a learner’s response to an educational task” (Wilmot, 2003, p. 8). It should be embedded in all aspect of teaching and learning (Black, et al., 2002). Wilmot (2003, p. 3) emphasizes the need for teachers to have a good understanding of the difference between summative and formative assessment. She illustrates some of these differences in Figure 1 overleaf.

In the same way that Wilmot’s diagram views formative assessment as ~~in~~tegral to the teaching and learning process”, so too do Namibian post-independence policy documents. Namibia’s *Toward Education for All* defines assessment as ~~the~~ process of gathering information about how learners are progressing in their learning” (Namibia. MEC, 1993, p. 2). This rather broad description was made more explicit in a subsequent policy and information guide, *Towards Improving Continuous Assessment in School* in which formative assessment is defined as ~~any~~ assessment made during the school year that is meant to improve learning and (the) direct teaching and learning process; in that sense all continuous assessments are formative” (Namibia. MEC, 1999, pp. 8-9).



Di Wilmot
Education Department
Rhodes University
2002

Figure 1. Wilmot's diagram showing two assessment cultures in education

2.4 How formative assessment influences teaching and learning

Formative assessment is seen to have a positive effect on the overall quality of teaching and learning and for this reason; it is argued that it is vital for teachers to learn how to use assessment strategies that serve formative purposes (Leahy, Lylon, Thompson & Wiliam, 2005; Shepard, 2000). Chappius (2005, p. 39) states that formative assessment improves learning by helping learners to answer three questions: Where am I going? Where am I now? And how can I close the gap? The value of formative assessment is that it allows the opportunity to assist rather than the mere opportunity for “meeting reward and punishment” (Shepard, 2000, p. 10). Five reviews of research into formative assessment done by Kruger and Denisi (1996); Black and Wiliam (1998); Natriello (1987) Crooks (1988) and Nyguish (2003) all cited in (Wiliam, 2008) conclude that when formative assessment is effectively implemented, it can virtually double the quality of student learning. Leahy, et al. (2005, pp. 4-5) claim that formative assessment has “the power to produce unpredicted improvement in student achievement”, but go on to emphasize that for this to happen “teachers need substantial support and guidance to integrate formative assessment into practice.

Namibia’s *Toward Education for All* policy document (Namibia. MEC, 1993, p. 385) describes the contribution of formative assessment to teaching and learning as follows:

- To motivate learners to extend their knowledge and skills and to establish good values
- To promote good study habits
- To help learners to solve problems intelligently using what they have learned
- To help build a positive and realistic self-image
- To improve teaching methods and learning materials.

These contributions are echoed in the *Pilot Curriculum Guide for Formal Basic Education*, namely; “motivating, problem solving and of improvement purposes on teaching methods and support materials” (Namibia. Ministry of Basic Education and Culture [MBEC], 1996, p. 26).

It is against this background that Namibia’s education system is striving to produce teachers who are “assessment literate” (NIED, 2003, p. 8). In this context, teacher educators in Namibia’s Colleges of Education have a responsibility first to demonstrate thoroughly their own

understanding of assessment issues and practices and second, to pass on this knowledge and understanding to their pre-service student teachers.

2.5 Some principles for formative assessment

As noted ARG (2002), which consists of a voluntary group of researchers set up by the British Educational Research Association (BERA), has contributed much to the understanding of formative assessment in terms of helping to develop a set of principles for formative assessment. The ARG group developed ten principles for assessment for learning. These include:

- assessment for learning to be part of effective planning of teaching and learning,
- focusing on how students learn,
- recognizing assessment for learning as central to classroom practice,
- helping in developing teachers as professionals through their practice, most especially in terms of giving effective feedback (since constructive feedback is seen to have a big influence on the quality of learning and on boosting learner confidence and motivation);
- highlighting the importance of clarifying learning goals through sharing with the learners what and how the assessment activities are to be carried out, and
- highlighting the value of self and peer assessment.

2.6 Strategies for formative assessment

If formative assessment is to be implemented effectively, certain strategies have to be followed and understood by both the teacher educators and their students. It is vital therefore, that Namibian student teachers be educated in all spheres of the principles and practices of continuous assessment. The various elements or characteristics of formative assessment that have been identified by Heritage (2006, p. 141) can be categorized into three broad types. These are:

- *on- the- fly* assessment, which occurs spontaneously in the course of a lesson;

- *planned-for interaction*, which is decided beforehand; and,
- *curriculum- embedded assessment* where teachers need to solicit feedback at certain points as part of ongoing classroom activity.

Black & Wiliam (1998) suggested the following key strategies which Wiliam (2008, p. 2) subsequently termed “non negotiable”:

- Providing effective feedback;
- Actively involving learners in their own learning;
- Adjusting teaching to take into account the results of assessment;
- Recognizing how assessment impacts on the motivation and self-esteem of learners;
- Allowing learners the opportunity to assess themselves and understand how to improve.

Clyde, Reid, Smith, Ross and Harrison (2006) provide other valuable strategies for effective formative assessment, some of which mirror the ARG principles outlined in the previous section. These include:

- making sure learners are clear about the learning intentions/ outcomes;
- making sure learners are clear about the task and criteria for success;
- including learners in negotiating the assessment of the criteria;
- designing good questions and other engagement strategies to encourage thinking skills;
- giving specific feedback so learners can correct conceptual errors; and
- providing opportunities for peer and self assessment.

Each of these lists points to the responsibility teachers have for ensuring that formative assessment is well-integrated into their practices, using a variety of assessment tools (Shepard, 2000). Useful assessment tools identified by Harrison, Black and Wiliam (2003) drawing on Black and Wiliam (1998) include teachers’ questioning strategies, teachers’ feedback, use of self and peer assessment, sharing of criteria and finally , formative use of summative assessment. Teacher educators need to help teachers achieve all of this. In the next sections, I explore each of these assessment tools in some detail.

2.6.1 Teachers' questioning strategies

Research has shown that teachers recognize that questioning is an important part of their classroom interaction (Black, et al., 2003) as a way of giving teachers a means of identifying gaps in their learners' understandings, and of arousing interest and motivating learners to participate in class discussions. These ideas are also identified by Murray and Nhlapo (2001, p. 292, cited in Robertson, 2008, p. 2) who observed teachers using questions to direct and control classroom conversation and to help with the expansion and enhancement of learners' thinking skills. Gall (1970, cited in Robertson, 2008) sorted questions into two major categories: lower level and higher level cognitively demanding questions. Black, et al. (2003, p. 41) said that questions with a higher level of cognitive demand are used to promote thinking and lead to richer discourse, while according to Monyai (2006) lower level questions have little value in learning as they promote memorization of facts. However, the lower level cognitive questions can be useful in terms of directing discussion as opposed to collecting information about the process of learning. Ellis (1993, cited in Kid source online, 2006) argued that most of the questions asked by teachers in their classroom are at the lower level of cognitive demand. He explained that teachers frequently use lower level cognitive questions to save time, to hold the attention of learners and to manage the classroom.

Black, et al. (2003) argued that teachers should use a variety of question forms - both formal and informal. These could include designing quizzes and oral questioning, observing learners, getting learners to draft work in rough first, to think aloud, to construct concept maps, learning logs and portfolio reflections (McTighe & O'Connor, 2005, p. 12). Questions can also take the form of activities according to Leahy, et al. (2005) which might provide feedback to both teachers and learners, first on how much they understand and how much (perhaps more importantly) still needs further consolidation.

In effective questioning during classroom conversations, learners must be given time to think (Black, et al., 1998; 2002, 2003); a longer waiting time after a question has been posed tends to motivate learners to give longer answers (Black, et al., 1998; Monyai, 2006). Moreover, more learners are likely to be able to give answers or to take the discussion further (Black, et al., 1998).

Effective questioning goes hand in hand with the learners' responses to questions and the teacher's response to learner's answers (Maylor, Keogh & Goldsworthy, 2005; Monyai, 2006). Teachers' responses to learners' answers can be done at any point in the lesson by acknowledging learners' responses, reinforcing answers, inviting learners to react, building on learners' responses, and avoiding responses that affect learners negatively (Monyai, 2006).

2.6.2 Teachers' feedback

Feedback, especially written feedback through marking, is important. In marking learners' answers, a teacher needs to consider how best to communicate the outcome of the assessment process. Garden (2008, cited in Hawe, Dixon & Watson, 2008) recommends that teachers give written feedback aligned with assessment for learning. Black, et al. (2003) recommended that evaluative feedback (marks, percentages etc.) be reduced and *descriptive* feedback, which allows learners to see strengths and weaknesses in their work, be increased. While evaluative feedback is aimed mainly at rewarding or punishing, approving or disapproving; descriptive feedback is aimed more towards specifying attainment and identifying the way forward (Black & Wiliam, 2003; Hawe, et al., 2008). Clyde, et al (2003) go so far as to argue that giving marks should be avoided because this discourages learners. Quality feedback should address "the goals of learning; what constitute achievements in relation to the goals; the nature of students performances in relation to the goals; the moves or strategies that can be used to bridge the gap between the current and desired performance" (Sadler 1989, cited by Hawe, et al., 2008, p. 45). Wiggins (1998, cited by McTighe & O'Connor, 2005) emphasized that feedback needs to be given immediately and often so that learners have the opportunity to "refine, revise, practice and retry" (p. 98).

2.6.3. Peer and self assessment

Peer and self assessment can be used as another aid to developing understanding. Shepard (2000) noted that peer and self assessment promote cognitive development and raise students' responsibility in self monitoring their own and other's learning, as well as having the potential to build stronger relationships among learners. It is argued that –self- critique increases student responsibility for their own learning and can make the relationship between teacher and students more collaborative” (Shepard, 2000, p. 67). These ideas were explored further and adopted by Clyde, et al (2003) who recommended that teachers should encourage their learners to check their own work or check each other's work before handing it in. This allows not only the development of a culture of learners assisting each other, but also for the production of better quality work. Through positive and constructive criticism, peers can help construct their own understandings of the tasks under discussion.

2.6.4 Negotiations of the assessment criteria

Formative assessment can be both criterion and norm referenced based (Wilmot, 2003). It is therefore important for teachers to involve the learners as partners in learning, through negotiation of criteria and expected standards.

Criteria according to Sadler (1989, cited in Goos & Moni, 2001) are dimensions of performance and are different from standards (fixed reference points). Explicitly stated criteria and standards offer learners a conceptual tool and language for describing learning. This not only helps teachers make and defend judgments about their learners' work, but also provides learners with information on their achievements and guidance towards improvement. Table 1 and Table 2 below give examples of general criteria and specific criteria respectively (Goos & Moni, 2001, p. 78).

Mathematics curriculum criteria	English curriculum criteria
<ol style="list-style-type: none"> 1. Demonstrate of understanding of concepts, context, and issues in mathematics education. 2. Application of theoretical ideas about teaching and learning to practical problem and tasks. 	<ol style="list-style-type: none"> 1. Demonstrate understanding of theories and principles of language and learning in English education. 2. Demonstrate understanding and application of a range of approaches and strategies in English teaching relevant to classroom situations.

Table 1. An example of the general criteria developed from the Mathematics and English curriculum studies seminars (Goos & Moni, 2008, p. 78)

Mathematics criteria	Statement of top standard	English criteria	Statement of top standard
Understanding of the use of technology in teaching Mathematics CC1	Seminar handout deals comprehensively with relevant aspect of implementing the activity, giving balanced attention to mathematics, technology and teaching approach	Understanding of issues or topics selected CC1,CCS	Seminar deals comprehensively with relevant aspects of issue/ topic giving balanced attention to different perspectives
Relevance of selected technology based activity CCS	Activity is imaginatively developed, selected, or adopted and highly appropriate for developing students' understanding of mathematical topic. Rationale clearly explains relevance and purpose of activity	Relevance of selected topic/ issue to English education CC1,CCS	Implication for English teaching are highly relevant, imaginatively developed, selected, or analyzed and highly appropriate for developing teachers' understanding of the issues/topic
Structure and organization of Seminar presentation CC2	Logically structured; activity stimulates student interest and actively engages them with the technology and the Mathematics; resources are used with flair and imagination, pacing makes best use of the time	Structure and organization of seminar presentation CC2,CC3	Seminar is sequenced to provide an engaging introduction, showed logical development and variety and a relevant conclusion. Resources were used with imagination, pacing makes best use of time available
Quality of oral communication CCS	Communication with clarity, good use of variation; demonstrates communication well developed questioning and explanation skills with individual students' questions and comments to orchestrate whole class discussions of activity	Quality of oral communication CC6	Communication with clarity, good use of variation; demonstrates well developed questioning and explanation skills with individual students; orchestrates class participation very effectively
Quality of written CC4	Writing is concise, well structured and error free. Format and communication structure of handout make it easy to follow and practise	Quality of written communication CC6	Writing is concise, well structured and error free. Format and structure of handout make it easy to follow and practical to use.

Table 2. An example of task specific criteria and top standard (from Goos & Moni, 2008, p. 78)

2.6.5 Teachers' formative use of summative assessment

An additional interesting idea proposed by Black, et al. (2003) is the use of summative assessment for formative purposes. Teacher can get learners to review the work they have done using a 'traffic light' method which could stimulate them to look critically at the teacher's marking (green for where they did well, and amber or red for where they performed less well (Black, et al., 2003). By so doing learners could target their weaknesses and possibly increase their chances for improvement

2.6.6 Outlines of learning goals

Learning goals are very important in formative assessment. They provide direction on how learning is expected to occur and what is to be learned (Heritage, 2006). Chappius (2005) added that students should know what learning target they are responsible for mastering and that this needs to be done before the beginning of instruction, using examples of strong and weak assignments so they can assess for themselves the benchmark for a good performance.

2.7 Educating student teachers for the implementation of formative assessment

If formative assessment is to be implemented effectively, teachers need specific knowledge and skills. It is important therefore that teacher educators ensure that they are themselves skilful and competent in all forms of assessment and evaluation so that they act as a good example to their student teachers. A central tenet of Namibia's reform initiatives is that teachers need to develop a high measure of "assessment literacy" (NIED, 2003, p. 28) not only practicing teachers, but also the teachers in training. *The Broad Curriculum of the Basic Education Diploma* (Namibia, MoE, 2007) explained that teachers' assessment must be in line with the principles of Learner-centred education (LCE), namely interactive teaching and learning; learning with understanding; and learning through productive activities and cooperation. Teachers are asked to use constructivist

strategies so that their learners are able to learn through constructing their *own* knowledge and understanding. Namibia's Ministry of Education has put a programme in place for achieving quality education across the country (Namibia. MoE, 2006). Seven key areas and performance indicators are identified:

- 1) provision of resources for schools and hostels,
- 2) curriculum and attainment,
- 3) teaching and learning process,
- 4) the school as a social unit,
- 5) management and leadership of school and hostel,
- 6) links with parents and the community
- 7) links with other schools and regions.

Assessment and evaluation falls under the key area (3) and covers the following aspects:

- methods of assessment and recording assessment information
- assessment as part of teaching and learning
- use of assessment information
- developing of self evaluation skills

(Namibia. MoE, 2006, p. 19).

Toward Education for All, (Namibia.MEC, 1993) views teachers as key agents of change, arguing that the "quality, efficiency and effectiveness of the schools will develop to a large extent through the nature and success of teachers" (p. 76). Heritage (2006) identifies the following kinds of knowledge and skills that teachers need in order to develop their assessment literacy:

Knowledge

- domain knowledge,
- pedagogical content knowledge,
- knowledge of previous learning and
- knowledge of assessment.

Skills

- The creation of classroom conditions that allows successful assessment
- Teaching students to assess themselves and others
- The skills to interpret evidence
- The skill to match the instructions to the gap in knowledge.

Leahy, et al. (2005) used the metaphor of “changing goals” whereby education shifts from “*quality control*” to “*quality assurance*” (p. 19); arguing that traditional way of assessing what has been already taught is no longer as effective as assessment that involves the adjustment of teaching while learning is in progress. Shepard (2000) emphasized the need for tasks which employ the complex and application of knowledge in real life situations.

2.7.1 Assessment in Namibia’s BETD program: Policy requirements

Policy requires that assessment in the BETD is learner-centered and criterion-referenced and that it emphasizes progress and achievement with regard to student teachers’ personal and professional development. This assessment is seen as integral to the teaching and learning process, with feedback for the teacher educators and student teacher from a variety of formative and summative assessment strategies (Namibia. MoE, 2007, p. 23 and NIED, 2007, p. 1).

The BETD goal is to assess both the *product* and the *process* of student teachers’ personal and professional development. Both the Broad Curriculum of the BETD (Namibia. MoE, 2007) and the Assessment Policy of the BETD (NIED, 2007) stipulate that each student’s achievement and progress be measured at all subject levels, against criteria identified for professional themes and competencies. These criteria should be transparent and discussed with the students beforehand. It is the responsibility of teacher educators to incorporate this as part of their teaching and learning programmes during both college-based and school-based activities to ensure that their student teachers develop the knowledge and skills to use formative assessment properly. The Broad Curriculum of the BETD (2007) explains further that different types of learning tasks should be

given for formative assessment purposes. These learning tasks should be indicated on the year plans at which point formative and summative assessment should be done.

The use of portfolios is another method of assessment required by the Broad Curriculum (Namibia. MoE, 2007). A portfolio, according to Daschle and Gitmor (1997, cited in Boston, 2002) is a collection of students' work to show the growth observed over time. BETD student are expected to hand in their portfolios to tutors for marking at the end of each year. According to BETD Broad Curriculum (Namibia. MoE, 2007) portfolios can include notes and summaries, assessment tasks related to themes and competencies, teaching material prepared by the student, lesson plans from school-based studies, completed assignments, self -assessment tasks and any other material a student thinks provides evidence of his or her personal and professional development.

The BETD Broad curriculum requires Colleges of Education to use formative assessment to chart a student's progress throughout the three years of the BETD programme (Namibia. MoE, 2007). Teacher educators are expected to use this information to identify strengths and gaps within a student's understanding and assist each student accordingly. College lecturers (teacher educators) are responsible for ensuring that formative assessment is managed properly. The ministerial guidelines clearly stipulate that teacher educators' assessment must in " *itself exemplify good assessment practice*" (Namibia.MoE,2007,p. 2). In other words, teacher educators have to model effective formative assessment strategies for their students. Such modeling can only ever be effective if the role models themselves have a good understanding of these strategies, and principles that underpin them.

As a way of modeling formative assessment to their student teachers, teacher educators need to design different types of learning tasks for formative assessment and summative assessment purposes (Namibia. MoE,2007).

2.7.2 Effective ways of modeling formative assessment strategies in teaching and learning

Goos and Moni (2001, p. 73) state that “an important obligation of teacher educators is to provide a model of professional practice for pre-service student teachers”. Korhtagen and Kessels (1999, cited in Bobis, 2008), found that the extent to which a beginning teacher could translate their knowledge into practice is determined by the degree to which the teacher education program integrated and alternated theory and practice in similar ways. Therefore, the teacher educators in the Colleges have a big responsibility on their shoulders to model the effective operation of formative assessment to their students to ensure that formative assessment is properly implemented and reproduced in their *own* practice. Van Harmelen explained that the idea of modeling lies in a cyclical form, based on a reflective way of learning. Modeling is best done through strategies like role play where teachers educators explain, give examples, ask the student teachers to act in the same way, thereby opening a platform for discussion and reflecting on the role play (U. van Harmelen, personal communication, October 30, 2008). Goos and Moni (2001, p. 82) provide the following flow diagram to illustrate how modeling might be used in relation to peer assessment:

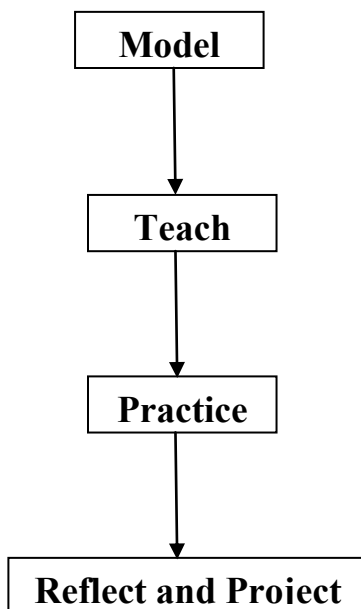


Figure 2. A model of formally structured peer assessment. Adapted from: Goos and Moni (2001)

Similarly, the BETD Broad Curriculum advocates a cyclical approach to formative assessment involving the following:

- the identification of tasks/activities which will enable each student to demonstrate achievement of competencies within the selected theme(s)
- the selection of competencies to be assessed by the teacher educator, the students, or through negotiation between students and the teacher educator
- the explicit identification of criteria against which the competences are to be measured before the students begin a task
- the expectations that students will contribute to the development of criteria and rubrics and that these will be evaluated by tutors, peers and the student teachers themselves
- the gathering and analysis of assessment evidence as students interact with and respond to tasks according to a particular teaching and learning plan
- the timeous reporting of the assessment information to each student so that the tutor and the student together may develop plans to direct future teaching and learning
- careful recording of each student's progress. (Namibia. MoE, 2007, p. 24).

This cyclical process is in line with Namibia's National Standard Performance Indicators, which include:

- A range of assessment modes, some formal; others involving tests set by the school;
- selective recording of the outcomes of assessment so that there is a record of the progress of each learner;
- Each teacher's standards should be in line with national standards;
- Assessment of class work should not interfere with teaching and learning;
- Assessment should be a continuous part of the teaching and learning process;
- Judgments about a learner's progress should be based on a range of evidence;
- Teachers should adjust their teaching according to their continuous assessment findings;
- Constructive feedback should always be given (and where appropriate to parents also);

- Learners are to be encouraged to evaluate their own work and identify subsequent steps in their learning.

(Namibia. MoE, 2006 (adapted), p. 19)

2.8 Challenges to the successful implementation of formative assessment

Notwithstanding many valuable ideas about formative assessment and strategies for its implementation, research indicates that there are a number of factors that impede its effective implementation. Both Black and Wiliam (1998) and ARG (1999) identify some of these problems. Firstly, teachers still tend to assess quantity rather than quality in learning. They are apt to put more effort into mark allocation and grades than providing positive written or oral feedback. This can result in lowering learners' self-confidence. Secondly, many teachers lack sufficient insight into how to identify individual learners' needs.

Problems similar to those identified by Black and William (1998) and by the ARG (1999) are apparent in some BETD moderation reports (NIED, 2005, 2006, 2007). The reports note, for example, that student teachers during school-based studies tended to use only closed questions, aimed at retrieval of facts, rather than questions promoting deeper thinking skills. It was noted that student teachers have trouble in giving feedback in ways that promoted learners' critical thinking skills. Recent studies (Hamukonda, 2007; Matheus, 2007) indicate that even where teachers have a theoretical understanding of continuous assessment, they find difficulty in practicing it effectively.

2.9 Conclusion

The chapter has explored the shift towards assessment for learning with regard to the expectation that Namibia's Colleges of Education should prepare students teachers to employ formative assessment as a central part of their teaching strategy. The chapter examined some of the principles and strategies for formative assessment and ended with a brief exploration of research done into the challenges of helping student teachers implement formative assessment strategies

effectively. The next chapter outlines the research methodology employed to investigate the perceptions and practices of three Namibian teacher educators regarding inducting their own students into effective formative assessment practices.

CHAPTER 3

RESEARCH DESIGN

3.1 Introduction

In this chapter, I present the research site and the design of the study. I briefly explain the research orientation, the sample of participants, and my choice of data collecting tools. How the analysis was done is then briefly outlined, followed by a consideration of issues of validity and potential limitations.

3.2 Research site

Namibia has a population of about 3.8 million. In terms of education, the country is divided into thirteen educational regions. This study was conducted in Oshana College of Education [this is a pseudonym] in Oshana Region (see Region 11 on the following map).



Figure 3. Regions of Namibia. (S. Abraham, 2006. Graphics Services Unit, Rhodes University, Grahamstown)

Oshana College of Education is one of Namibia's four colleges of education entrusted to train student teachers for teaching Basic Education in Namibia, Grades 1 to 10. The college is located about 700 kilometers north of Namibia's capital city, Windhoek and is one of the biggest colleges in Namibia. It has a student population of over 900, and employs 75 teacher educators.

Oshana College's vision is ~~to~~ become a centre of excellence in education theory and practice, producing competent, committed and innovative teachers who will promote the development of their community" (Information Brochure, 2009, p. 3). The College previously offered qualifications such as the Primary Teacher Certificate (PTC), Education Certificate Primary (ECP) and the National Higher Education Certificate (NHEC). After independence, it introduced a three year Basic Education Teacher Diploma (BETD).

3.3 Research goals and questions

As explained in the literature review, new forms of assessment have been mandated in our Namibian education system. Formative assessment is now emphasized to a much greater degree than before. The purpose of this study is an investigation of teacher educators' understanding and use of formative assessment that informs practice in teacher education. I hope that because of this study the ability of Namibian student teachers to assess more closely in line with the new assessment policies will be improved. As noted in the introductory chapter, the two research questions guiding this investigation are:

1. What do teacher educators understand the principles of formative assessment to be?
2. How do teacher educators implement formative assessment in their practice and in so doing provide an exemplar to their own student teachers?

3.4 Research orientation

Because I was interested in understanding the feelings, experiences, perceptions and the professional practice of others, I designed this as a case study within an interpretive paradigm.

Connole (1998) argued that an interpretive paradigm is a good way of studying human action, words, meanings and the beliefs underlying these actions. I have undertaken a qualitative case study, which allowed me to gather data appropriate to the “phenomena under investigation” (Berg, 1998, p. 213). The advantage of a case study method is that it provides an opportunity to study “the phenomena in depth within a limited time” (Bell, 1999, p. 10). Time was a significant limiting factor for the scope and scale of this piece of work.

3.5 Sampling

I worked with a sample of three teacher educators from Oshana College of Education. I refer to them throughout the study as teacher educators rather than lecturers as this is the designation in the Namibian documentation, The Broad Curriculum for the BETD pre-service, (Namibia. MoE, 2007). The teacher educators all teach Education Theory and Practice, a core subject at the college. The three teacher educators I selected each have more than ten years experience in teaching on the Education Theory and Practice programme and have undergone several orientation courses on Namibia’s educational reform principles. This I presumed would have further deepened their understanding of these principles. They were thus purposefully selected (Merriam, 2001; Cohen, Manion & Morrison, 2000) based on their experiences in the field.

3.6 Ethical protocols

Permission was sought from the Rector of Oshana College to conduct the research. Preliminary visits to the three teacher educators were made during January 2008. During these initial visits, I presented them with the goals of the research and asked whether they would be interested in

participating in the study. I explained what arrangements would need to be made in relation to interviews, classroom observations and documents. I assured them about confidentiality issues and about their right to withdraw from the research at any time if they so wished. These initial discussions were enthusiastically received. To provide anonymity, I have given the college the pseudonym of Oshana College of Education, and chosen the following pseudonyms for my participants to protect their identities: Kahooli, Kaatili and Paula.

3.7 Research tools

In this section, I briefly discuss the three data collections tools I used: interviews, classroom observation and document analysis.

3.7.1 Interviews

Semi-structured face-to-face interviews were used which allowed for further probing of my respondents' answers in search of richer information (Walliman, 2005; Wisker, 2001). My use of semi-structured face-to-face interviews, rather than a more rigidly structured interview design, provided me with the flexibility and the opportunity to explore more deeply each teacher's perceptions of formative assessment principles and their implementation of these concepts at the College.

I had one semi-structured interview session with each teacher educator and attended three classroom observations. The semi-structured interviews were conducted in their offices (and in the official language, which is English); and after each classroom observation I conducted post-observation informal interviews with each of them. I used a simple informal questionnaire, as one of the teacher educators could not find the time to respond to the post observation interview.

All interviews were tape-recorded but not the informal post-observation interviews, which were recorded by means of field notes. I followed the recommendation of Stake (1995). Stake emphasized the importance of first seeking permission from the participants for making a recording, ensuring consent forms were signed and then employing member-checking where the participants are given the opportunity to ~~examine~~ rough drafts of writing, where the actions of words of the actor are featured and the actor has to review the material for accuracy and palatability” (p. 115). See Appendix 2, interview guide and Appendix 3 interview transcripts. All of my participants were positive about the raw data generated from the interviews.

3.7.2 Classroom observation

Patton (in Cohen, et al., 2000, p. 306) states, ~~Through~~ observation a researcher is able to enter the site and understand a situation in reality”. I used classroom observation to supplement the interviews. I was a non-participant observer. The advantage of non-participant observation is that it is ~~less~~ intrusive” (Wisker, 2001, p. 78). Observation is different from interviewing in that it takes place in ~~the~~ natural field settings” (Merriam, 2001, p. 94). It represents data from a firsthand encounter. I observed three lessons of each teacher educator.

The lessons observed were on a variety of topics in the Education Theory and Practice programme. I did not specify nor especially select any actual lesson topic. Although the purpose of the study was to look at how these teachers understood and used (*applied*) formative assessment in their own teaching practices, by mere chance, two of the lectures I observed were on assessment and the teacher did allude to aspects of assessment, but this was a lucky coincidence.

One teacher educator taught Year One level college students and two of the teacher educators taught Year Two level students. I was able to observe what really happened in the three teacher educators’ classrooms with regard to their formative assessment practices compared to what they had told me during the interviews. I collected data in the form of field notes and tape recordings

while the teacher educators taught. Later I transcribed the lessons. Attached find three samples of those nine transcripts in Appendix 6.1, 6.2 and 6.3. I was not able to attach all nine transcribed lessons. However, I have them in my case box. I followed up each classroom observation with a post-observation discussion, which was not tape-recorded. I simply made written notes on each of the teacher educators' responses.

3.7.3 Document analysis

Documents provide a potentially valuable additional source of data in a qualitative case study; they "can ground an investigation in the context of the problem being investigated" (Merriam, 2001, p. 126). I collected data via an analysis of the following documents: the teacher educators' schemes of work and lesson plans, the students' written and marked tasks, the syllabus guidelines. My document analysis enabled me to look critically at the strategies and behaviors of the teacher educators relative to policy guidelines on the implementation of formative assessment. The written and marked assessment tasks analyzed were chosen randomly (Babbie & Mouton, 2001). In terms of validity, random selection could help me from distorting evidence through the selection process. The aim was to look at how the teacher educators' questions and feedback could assist the student teachers to learn and to improve; and how good an example of correct practice the teacher educators set for the students.

3.8 Piloting

I took the precaution of piloting my semi-structured interview schedule with a teacher educator at the College, who was not part of my purposeful sample. Piloting according to Mouton (2001, cited in de Vos, 2002, p. 210) is an important way to prevent "errors" in the instruments. The piloting helped me see how workable my initial interview guide was and enabled me to make some adjustments. Although I did not need to make any substantive changes to the interview guide itself, the practice of interviewing did draw my attention to the need to ask more probing questions, which I did in the actual interviews.

3.9 Data analysis

The goal of data analysis according to Merriam (2001, p.197) is to make sense out of data. I analyzed the data within the context of my two research questions as stated in section 3.2 of this chapter. Firstly, I started the data analysis process by looking carefully through each data source. I then wrote up comprehensive case histories (Patton, 1990) on each individual teacher based on the interviews, classroom observations, students' works and any other relevant documents relating to each teacher educator. I took the individual case histories, put them together, compared, and contrasted their features, using letter coding (See table 3.1 below). Oral questions were further analyzed by looking at two major categories of questions: lower level and higher-level cognitive reasoning skills (Gall, 1970, cited in Robertson, 2008). I identified categories and brought together features that were similar and features that were different as I searched for patterns and themes. Below is the table of codes I used in the analysis process:

CODES	MEANINGS
Q	Questioning strategies
RS	Responses to the students' answers and questions
CR	Criteria for the tasks/activities
LB	Objectives of the lesson clarified to the group before the teaching and learning
COF	Constructive oral feedback given
OSA	Opportunity for self assessment given
OPA	Opportunity for peer assessment given
HLCQ	Higher Level cognitive questions
LLCQ	Lower Level cognitive questions
FASTR	Formative assessment strategy mentioned during the interview
CH	Challenges mentioned during the interview
POFAS	Perceptions of formative assessment strategies expressed by the teacher educators

Table 3. Codes used in analysis of interviews, classroom observations transcripts and document analysis.

I entered the interviews, observation and the analysis with some knowledge of the subject and an awareness of likely analytic indicators or categories. During the analysis, I used some predetermined indicators/categories but kept an open mind for any new information emerging from the analysis.

In my document analysis for example the task and marked assignment returned to student teachers was done in a similar way: assigning letter codes for each type of question in the assignments. Letter coding was also used in the analysis of written feedback from the marked assignments of student teachers. Following are the letter codes used: LLCQ = lower level cognitive demanding questions and HLCQ= higher level cognitive demanding question; CF= constructive feedback and DF= destructive feedback.

Information from the scheme of works was analyzed by looking at how the issue of formative assessment was being addressed relative to official requirements such as the syllabus and the policy documents.

3.10 Validity

Validity is concerned with the question: Can one believe the findings? Three data collection methods were used. The degree of triangulation they provided strengthened validity by providing opportunity for cross checking of claims or incidents (Patton, 1990).

A potential threat to validity was the fact that I myself work at the institution, complicated by the fact that I was observing colleagues. I recognized that my familiarity with what was going on was a challenge. Was I able to detach myself sufficiently from the situation to really ‘see’ what was going on? This is not an issue of accuracy, which could be dealt with through member checking, but of my own interpretation, and even selection of data. There were several strategies that I used during the study in order to try to remain objective: I did not give any comments or offer any opinion on what was observed in the classroom. I also tried not to allow my own values or opinions to influence my reception of what a participant was telling me. I used the participants’ own voices when presenting the results without editing their statements; and as

already noted; I took interview transcripts to participants for member checking to make sure that what I transcribed was what they had said.

3.11 Limitations of the study

A problem I encountered was that some of the participants rescheduled observation lessons at the last minute. As a result, I could not do an observation as per my original schedule. I was only able to do some of my observations late in July 2008, despite the teacher educators having agreed to a date four months earlier in March 2008.

A second difficulty was with some of the audio recordings of observations. They did not come through clearly and it was hard to pick up the conversation between the teacher educators and the student teachers. However, I do not feel that this significantly detracted from my overall analysis of findings. In my next chapter, I present my findings. Furthermore, since the study was conducted only at the Education Theory and Practice in Oshana College of Education, I am aware that the results may not apply directly to the other four departments and are not applicable to all the teacher educators in the College. I do believe, however, that some similar conclusions may be drawn.

In the next chapter, I present the data gathered as a result of the interviews I conducted and my classroom observations and document analysis.

CHAPTER 4

DATA PRESENTATION

4.1 Introduction

As noted in Chapter Three, all three teacher educators participating in this study contribute to the College's Education Theory and Practice (ETP) programme. All of them hold masters degrees, and have between 10 and 23 years experience working as teacher educators at Oshana College. They each teach an average of 90 students. Kaatili and Paula teach ETP at the second year level, while Kahooli teaches it to first year students. I present the data I collected from interviews and my observations in vernacular form, and make slight changes to the grammar and expression in order to make them clear. I also present my document analysis in relation to these three teacher educators.

4.2 Participating teacher educators' perceptions of the principles of formative assessment in teaching and learning

The following three extracts from interview transcripts provide insight into the teacher educators' perceptions on formative assessment in teaching and learning. It is interesting to note that they only placed emphasis on its purpose. Kahooli, for instance, said:

Formative assessment is when we assess learners regularly, so that we can

inform them about how they are doing and for us teachers it informs us how our teaching and learning is going on, so it is constantly informing us and the learners themselves about how they doing and for the teachers to know whether their teaching and learning is effective or not.

While Kaatili's perception about formative assessment was as follows:

I understand ... this form formative assessment in teaching and learning as a process of ... judging whether the students... have reached the competencies and whether they are making progress, what are the weaknesses... which they encounter during my teaching so that I can make some improvements.

Paula expressed the view that formative assessment goes beyond ongoing assessment, saying:

I know that people used to link formative assessment to an ongoing type of assessment, but I want to focus on, you know, the purpose of assessment....Formative assessment is putting emphasis on using the feedback or using the data one has obtained either, you know through oral questions or written questions, to bring improvement to the teaching and learning process and to bring improvement to your teaching and learning activities, to your methods, to your teaching aids, in other words the concept itself formative, has been brought to the table to enable educational practitioners to use assessment information, you know, to make their teaching better and also to use assessment information to provide the required assistance to learners, to make use of assessment information to improve the... the learning outcome.

Both Kahooli and Paula spoke of the differences between the terms 'formative' and 'summative' assessment, wanting to clarify what they see the role of formative assessment is in teaching and learning. Their explanations indicate that they both have strong beliefs about how important it is that teachers use formative assessment in teaching and learning to inform their ongoing teaching. Kahooli explained:

This is something that is continuously done; it is not like summative assessment that is done at the end of the term or year. It is formative assessment; it is continuous. I can get a good picture of each topic I am going through how my learners understand the different issues concerning the topic that I am teaching. It is always giving them and myself feedback

Paula expressed similar sentiments:

You know, for using assessment for formative purposes, so it is the opposite of using assessment for summative purposes. For summative purposes one only uses this data to aggregate the data, to get a grade, to decide on promotion of a learner, and to complete the progress report, that is when we assess for summative reasons, but for formative reasons, that is when we are looking at data to see , what will I do next, how will I do it, you know, the other concept of compensatory education and enrichment programs and you know remedial education, they are always linked to the purpose when assessment is formative.

These two comments show that both teacher educators perceive formative assessment in teaching and learning in a more complex way than merely ongoing or continuous. To them formative assessment can be used in the teaching and learning situation for the identification of weaknesses; to see what progress is made during teaching and learning; providing feedback on how effective the teaching and learning is; and to give direction for improvements. Kaatili too indicated that she saw formative assessment as a process of making judgments about the success of learning.

Kahooli and Paula's explanations on the difference between formative and summative assessment indicate that they do have an understanding of the principles of these two different cultures of assessment. From their understanding, what makes the difference is whether information collected is used simply for grading purposes (as in the case of summative assessment) or for helping the teachers to see their learners in the *mirror* of assessment information so as to bring about improvements based on evidence (as should be the case of formative assessment). I will elaborate on this in my next chapter.

4.3 Participating teacher educators' views on the implementation of formative assessment strategies in their teaching and learning

In the interviews, I explored the use of formative assessment and how these teacher educators *implement* formative assessment and also *prepare* their student teachers for implementing it.

When asked about the formative assessment strategies they use in their own teaching Paula and Kahooli appeared to share similar practices. The strategies they mentioned were oral questioning, written questions, observations and analysis of answers given orally or written class activities, homework, and giving feedback. Kahooli, for example, said:

Feedback... When I assess them, maybe through asking questions or through something they must do and through doing that, they provide feedback for me, it gives me insight into whether they understand the group work properly, when they are reporting back, or maybe my instructions were not clear. I always ask for feedback.

Paula had this to say:

If one looked at the answers given orally or through the class activities or homework activities, that you usually give to your learners and you analyze the nature of the answers, how much was given and what did you expect and you see that gap, and this gap that you see, you know will enable you to see whether it was it a problem with my method. Was it a problem with my activities, was it on the side of the learners, in other words you are now going to decide on this information what is the next step, I think that is in itself formative is a very important aspect in teaching and learning.

Kaatili gave a rather different view on how she implements formative assessment. Her emphasis appears to be more on giving tests at the end of the topics or assignments and providing feedback afterwards. She said that these strategies could also be used at the end of the year:

Okay usually what we do, we give this kind of assessment... after a topic has been completed okay, that can be after a week, or after some days or sometimes we even feel that this topic is very important for them to be assessed as soon as possible before they move ahead to another topic. And the strategies we use to assess the student teachers especially in ETP, to me in particular I include things like tests to be written at the end of the topic, I also use assignments, which are mm... you know, marked and recorded. And I give feedback afterwards, just for them to know that here they did well, here they did not do well, and also for me as a teacher educator to see which issues are not properly taught, so that I can re-teach them again, for them to understand them better and then at

the end of the year, which I think is according to the college policy, they are given an exam for all the issues or for all the topics which has been taught throughout the year, for us to check whether these student teachers have grasped everything that has been taught to them throughout the year, and that will give us a chance also to improve on our teaching practices and strategies for the next year.

It would appear from Kaatili's description of her implementation of formative assessment that she does not provide for immediate feedback, whereas Kahooli and Paula both claim to give immediate feedback while the teaching and learning is in progress. With Kaatili, the feedback is given after a certain time when the topic is covered or when the year's work is covered. This seems to veer towards summative rather than formative assessment. I will explore this further in my analysis chapter.

A second issue the three teacher educators responded to in the interviews was the question on how they prepare their student teachers in the principles and practices of formative assessment. All the teacher educators saw micro-teaching as one form of induction into assessment practices. Kaatili said that she got her student teachers to do micro-teaching though she did not really explain in any detail how her student teachers actually do this. She explained that she tells her student teachers how assessment is done at school, giving examples of grades that are given to the learners (for example grade A, B, C, D and E) to show how well they have achieved the required competences. She added that she also explains to them how a question should be set up, how grades should be recorded, and ways of giving fair comments. She said she does not give her students many practical activities to do, although she did mention an occasion where she gave her student teachers a story to mark where they were asked to determine how many marks could be given and what kind of feedback could be given.

Paula said that when her student teachers do micro-teaching she wants to see whether they can use assessment to identify gaps in the teaching and learning. She added that she makes them analyze the answers they receive from other students, as well as the tasks that students set for others. Thereafter she asks them to reflect on three things:

- Did they get what they wanted to get?
- What was the problem when learners could not achieve what the student teacher set them to do?

- What is the best way to encourage the student teachers to look at these assessments to bring about improvements in their teaching?

Kahooli explained that she prepares her student teachers in the area of formative assessment by giving them opportunities to practice formative assessment in their teaching through practical activities. She said that she got them to do the same things as she does in class. I get a sense that she was talking about the idea of modeling. She gave an example of the tasks that she usually gives, for example, she asks her students to write a lesson plan and involves them in discussing the value of assessment going hand in hand with the objectives of a lesson. She said that she also gets student teachers to evaluate a lesson plan by looking at how lesson objectives were written and why they were written in that way. She emphasized that she gives her students theory combined with practice and then provides feedback. She said:

In ETP 1, I ask them to write a lesson plan, have a discussion on that, and class discussions. First individually, sometimes in pairs and then we look at some of these lesson plans, so that everybody can see, and then because I give the example of my lesson plan and then I say , look my objectives were not only for you to know how to write a lesson plan, but also to know the component of the lesson plan. I give them things to do and I bring to their attention that is how it should be done. Like in one of the periods, I was able to ask them to write a lesson plan and even provide feedback within the period, so that it is possible to assess teachers.

When I asked her to clarify what she said, she explained by saying the following:

I teach them and, yes but they also do it, I assess them (they also do it). Yes, it is through actions, not talking, not theoretical at all, but it is combined with practice and providing feedback so that everything that I teach them they also do. And to bring to their attention that in their lesson plan, have they thought about how do you assess them how do you know that the objectives have been achieved? So you make a link between those... each component of the lesson plan.

4.4 Challenges in implementing formative assessment expressed by the participating teacher educators

I asked the teacher educators how they saw the implementation of formative assessment in Oshana College. I asked them to elaborate on what some of the challenges were; how adequate they found the government policy documents in terms of supporting teacher's practices; and how such documents helped teacher educators to prepare and develop student teachers' understanding of how to implement formative assessment in their future practice.

In answering these questions Kaatili and Paula both felt that there were challenges in the implementation in terms of time, misconceptions about how the assessment should actually be done, and in relation to the use of English as the medium of teaching and learning. In terms of this last point, Kaatili said:

The issue of questioning, is also sometimes a problem. You find that some questions of course could perhaps have to do with the English language and sometimes also, some of the student teachers they might know English very well and perhaps they do not realize that the grades of the learners, they tend to forget that they are dealing with the learners who need simple language to be used.

According to Paula, further challenges in the implementation could arise from misconceptions about different terms used in assessment. When I asked her to expand on this, she said:

I think the cause is the misconception of what formative assessment is. So, in other words, if we confine formative assessment to ongoing to that word ongoing, we will be satisfied that we have assessment in our lessons as an integral part of teaching, ongoing, but if we are not looking at the word in terms of the purpose that it serves, we may have an accumulation of ongoing activities that serve no purpose.

Kahooli, on the other hand, claimed not to experience problems or challenges when implementing formative assessment in her teaching. She said that she only had challenges if she

did not prepare well in advance about the objectives of the lesson, the activities she was going to teach or when the students did not understand the instructions for the activities. She said:

Not if I have prepared in advance. Challenges come when one is not prepared. When the lecturer knows what am I going to teach. what are the objectives that they want to achieve? They think about that and then I think about also the activities to reach my objectives and then I think, okay how would I accomplish that? So, I try to link, I think about these angles... when I go to classroom, there will be no problem. Challenges arise when they unable for example to understand my instructions or I have to give them more examples or something like that, but if it has been thought through carefully before going to the class

She did say however, that challenges might be noted from the side of the student teachers when implementing formative assessment during their School Based Studies (SBS) in schools. She referred to the weaknesses students showed in their own practices, as reported in the moderation reports from the previous years:

I was reading from different departmental reports that ETP is part of. They say that students know how to assess within the classroom, but some have difficulties when they give the activities, they do not how to handle it, but from the moderation I understood that students know the importance of assessment within the period. Some of them make comments that there are cases where students only ask questions that are part of assessment at the end of the lessons, but it depends very much on the different subject areas ...

When I asked her how adequate she found the formative assessment principles and strategies used in the college, Kahooli was very confident in answering. She said that she knew that where the Education Theory and Practice tutors were concerned, they try to do their best. (This would appear to contradict Kaatili and Paula's statements). She did however register concern as to whether other departments in the College were doing formative assessment correctly.

Paula foresaw a different challenge. This related to her management of the implementation of formative assessment. She expressed doubt whether the referral system is really providing support to student teachers as per procedural claims by official documents from the Ministry of

Education. She added that this was not only her impression; it was something generally observed in the college. When I asked her to explain further about the referral issue, she said that it is a way of referring student teachers who are finding it difficult to cope with the assessment tasks to the Assessment and Promotion Committee [APC] for further action. This is how she explained it to me in our interview:

In many cases, we used to refer our students to the APC - the committee, which looks into the students' grading on a termly basis, students who are having academic learning difficulties. We refer them and indicate that the student must do a compensatory task. Whether there is a system whereby the lecturer uses information to bring about improvement - that aspect has not been clear all the time. That means that the tutorial as it stands in assessment policy is supposed to be a strong aspect that supports formative assessment in the College, but I do not know how far, to what extent, that aspect is followed through.

She also registered concern as to whether the information collected on students' competence through tasks and assignments is actually used to improve learning, saying:

Yes, I think it is a challenge. Okay, and if you think about compensatory tasks. Now we do compensatory tasks, but do we do remedial teaching before we give compensatory tasks?

She then shed light also on a third feature, which she perceived as a challenge in the implementation of formative assessment. In her experience, the part of formative assessment where marks are recorded was lagging behind. This is her response in this regard.

Usually, we do not keep the record of formative assessment. So, the class activities, we just either mark them or leave them there and we do not record them.

Paula's claim that teacher educators do not pay attention to the recording of information from what was assessed is cause for concern. A question that needs to be asked is why teacher educators are assessing that way if they do not then take note of what is happening. How can teacher educators analyze information, if it is not recorded? I will return to this in Chapter Five.

4.5 Suggestions and overall conclusions on practices given by the participating teacher educators

The participating teacher educators gave different suggestions on what action ought to be taken regarding the challenges identified above. Paula indicated that she viewed the problem of misconceptions as a problem of language. She said:

I think, some the misconception can be addressed... Is it a language issue, because if people can understand that you know, the topic assessment has brought all this different vocabulary, but they were trying to help us to change our way of using assessment information. So, the vocabulary might be a problem, as we can look at the word diagnostic assessment which is to look at different elements and try to put them together, what does it mean? So many times they feel that they stand isolated from one another, which means, assessment that is formative is also diagnostic, but when people look at these words, they treat them in isolation , they might be so many words, but only a few are different. Mutual support is required to make the picture more meaningful. That is the way people understand it. I think, the more words that are used the more differences are created. We must be practical in our sharing of meanings.

She clarified what she meant by ‘_sharing of meanings’ and how useful [practical] workshops could be. She became enthusiastic when talking about her suggestions, exclaiming, “Common understanding!” She indicated that this guidance needed to be included as part of Continuous Professional Development [CPD] and expressed the view that there should be workshops involving practical activities conducted by people who are knowledgeable in the area of assessment. For example:

We might bring all the different assessment we might have conducted in different subjects we teach in the BETD, and some of these might be tests. We also have examinations, in other words, if we could, like for example you bring a sample of classroom activities, and a sample of answers and scripts for examinations , examples deliberately set up for the workshops, then you make people analyze, you know, where is the problem , where are the differences, how could this be improved? You are making them see that what is important and to use the information from assessment, both long term and short term to bring about changes and then that it is formative.

Kahooli's suggestions focused more on how other departments in the College could strengthen their preparation of student teachers for the implementation of formative assessment in their own teaching. She said:

I was reading from different departmental reports that ETP is part of. They say that students know how to assess within the classroom, but some have difficulty when they are given the activities, they do not know how to handle it, but from the moderation, I understood that students know the importance of assessment within the period, except some of them are making comments that there are cases where students only ask questions as part of assessment, assessing at the end of the lessons, but it depends very much on the different subjects area. Different subject areas lend themselves to clearer exercises and give links....

Kaatili did not make any concrete suggestions about this. In fact, her view seemed to be somewhat off the point. She said that student teachers should rather be advised to use simpler and more understandable language when asking questions during their School Based Studies (SBS) practices as a way to help school learners develop deeper understanding. She said:

The issue of questioning, is also sometimes a problem, you find that some questions of course could perhaps have to do with the English language and sometimes also, some of the student teachers might know the English very well and perhaps they do not realize that the grades of the learners, they tend to forget that they are dealing with the learners who need simple language to be used.

All teacher educators in the interviews expressed the view that there are certainly challenges in the implementation of formative assessment and that they felt that something needs to be done to achieve a common understanding among teacher educators regarding formative assessment practices. I will re-visit this in the next chapter.

4.6 Participating teacher educators' implementation of formative assessment strategies in their actual teaching

In this section, I present data collected from the teacher educators' lessons, concentrating more on the overview of the lessons and the strategies of formative assessment used during the nine lessons observed.

4.6.1 Overview of the lessons

According to the pre-service BETD Curriculum, teacher educators need to use a variety of modes of assessment in their teaching, and act as exemplars to their student teachers in whatever they do (Namibia. NIED, 2006). In this particular case, I was interested to see how the teacher educators implemented formative assessment strategies in their own teaching. As part of my study, I therefore observed them teaching various ETP topics. In the following section, I present an overview of what I observed in the lessons of the participating teacher educators.

Kahooli taught three lessons. Lessons One and Two were under the topic Lesson planning; Lesson Three was on Presentation of lessons (micro- teaching). Both topics form part of Year One of the ETP syllabus. In her teaching of those three lessons, I observed that Kahooli made use of various formative assessment strategies. She started Lesson One by outlining the learning goals for the lesson and followed this by asking students to report back on a previous activity which involved writing a lesson plan. Before the lesson plans were written on the chalkboard, she reminded her student teachers about the criteria to be used in evaluating a lesson plan. After every student's presentation, questions were asked on whether the lesson plan had met the criteria. The same was done in her other two lessons, first the clarification of goals, then instructions for the activities, then presentation, followed by peer assessment and feedback. I observed three of Kaatili's lessons. All three lessons dealt with the topic Critical inquiry. The duration of her first lesson was actually quadrupled, lasting for 160 minutes with each period lasting for forty minutes. The main activity for the lesson was for the student teachers to look at the list of topics given in the Critical Inquiry Guide for Year Two. All of the topics listed in the

guide as examples are phrased in the form of questions. Kaatili asked the student to rephrase the topics in the form of statements.

In Lesson Two, Kaatili continued with the previous topic, getting her students to look at possible research questions and to think of suitable research methods for investigating them. The activity was divided into six groups of five students each. This lesson was a double period, each period lasting forty minutes. In Lesson Three (again 80 minutes) she continued with the Critical inquiry topic. Students in groups had to report on their work, followed by discussions in the form of peer assessment and feedback. I observed that in all three lessons Kaatili hung a flip chart on the display board and wrote all the instructions and the performance criteria for the tasks. In all her lessons, students were involved in discussions either in groups or in whole class discussion.

I also observed Paula teaching three lessons. The two first lessons dealt with the topic Assessment and evaluation; the third one covered the same topic as Kaatili's lessons: Critical inquiry. Her lessons lasted between 80 and 120 minutes. Unlike the previous two teacher educators, Paula made a lot of use of the question and answer method in her lessons. All questions and answers were directed to the different kinds of assessment used in educational settings. My impression, however, despite the fact that Paula asked many questions, was that she seemed to encourage only very brief answers (which she followed with her lengthy explanations). She acted as the expert, doing most of the talking, and not really involving her students in active discussion.

Paula did not only use the question and answer method; she also set in-class tasks and homework tasks. For example, in her second lesson, she gave her student teachers a quiz and asked them to relate the concepts learned on assessment to a quiz, to discuss what the policy was, for example, continuous assessment, and to concentrate on the answers provided by their peers, and then state the learning difficulties the learners might have. All these activities according to the instructions she gave were to develop the students' concept of diagnostic and formative assessment. Subsequently, Paula's students were asked in Lesson Two to brainstorm the differences between the two concepts; formal and informal assessment. In the third lesson I observed, Paula's student teachers were given a continuation activity from a previous lesson. Unfortunately, I did not observe that earlier lesson. The work was supposed to have been done during class time in this third lesson, but, because they ran out of time, Paula then gave it as a homework task.

In summary, in the lessons observed I noted that the teacher educators employed a variety of formative assessment strategies. I have captured the most commonly observed strategies in the following table on the next page:

Strategies used to model formative assessment	Teacher educators		
	Kahooli	Kaatili	Paula
Clarification of learning outcomes	✓	✓	✓
Clarification of the performances criteria	✓	✓	✗
Questioning strategies	✓	✓	✓
Use of oral feedback	✓	✓	✓
Peer and self assessment	✓	✓	✗

Table 4. Participating teacher educators’ strategies for formative assessment identified from lesson observations.

It is interesting to note the variety of strategies the teacher educators used. Although many strategies were common to all, they were used to different degrees. In the following sections, each of the specific formative assessment strategies identified above will be presented in greater detail.

4.6.2 Clarification of learning outcomes

Clarification of learning outcomes is one of the strategies for formative assessment used by both Kahooli and Kaatili at the beginning of their lessons to ensure the student teachers understood what was to be done in the lesson and what skills, knowledge and attitudes they should be able to display during or after the lesson. Kahooli, for example, started her lesson by reminding the student teachers about the previous day’s activities and asking questions related to the new topic. This is how she started the lesson:

We continue, so yesterday, I asked you in groups to select a subject, a topic and then we went in groups to form up a lesson plan, and we also covered teaching and that takes some time... it will be ready for Friday ne? We continue with lesson planning... So we realized that when it comes to lesson planning, learning objectives and the lesson content of the syllabus and the teacher's objectives should be very clear, because in order to have a good conducive plan, so that by the end of our plan our learners are good at learning something. What is learning, in general? When you think, when we are talking about learning, what is it? Learning... learning, what is it?

Although she was introducing the topic of the day to the students and reminding them of the previous tasks, she did not make it clear to them what was expected from *them* during the lesson. It was only during the lesson that Kahooli began asking her students to *apply* their knowledge by getting them to write up a lesson plan.

Kaatili's way of clarifying goals was slightly different from Kahooli's. From the outset, Kaatili outlined all that was to be done during the lesson and how it should be done. For example, she began one of her lessons like this:

We are still continuing with our research topics. Last time when we were doing it we were we working in pairs or in groups. Just go in your respective groups, and continue with the same topic that you have identified yesterday. So, what I am going to do is to give each group one flip chart for all your work. You have already identified your research topic? Is not it? What you are going to do is to continue with your topic and write down the following:

Identify your research topic

Justify why you have chosen it

Identify the research questions, to address the topic

Say who will be your target groups and why

Identify the methods you will use to collect data

Say how you are going to interpret the data collected

My third participating teacher educator (Paula) did not outline learning goals for her lessons. She started by asking questions from the previous lessons and followed these with questions based on the new topic. Here is an example extracted from the beginning of the first of Paula's lessons that I observed:

- Paula** *So currently, the topic we presume is on educational assessment matter, which is crucial to trainees. And we started with creating a context. Creating a context, in a way that teachers should understand why in many cases we are being criticized. You know, so, in many cases we are being criticized in what we assess, how we assess, to how we communicate information later at the end. So, what is that we said previously, perhaps to give us context? What is it that we said? You know teachers are criticized about their assessment. Why are teachers criticized?*
- Students** (Silence, no response.)
- Paula** *I said ... we have discussed those reasons the previous day why teachers are usually criticized, why?*
- Student** *Teacher used to allocate grades based on the first impression. Overall example if I got complete, then the overall grade will be complete.*
- Paula** *Allocate grades based on the first impression. If the first impression...Subjective or being.... Other reasons?*
- Student** *Give you the incomplete, but he will not give you the results. Give you another*
- Paula** *Do you want to say that there are situations where learners do not know how their papers were marked? You know? Can you give me true experiences- to prove?*
- Student** (In chorus) *... reacted; even here.*
- Paula** *Even among us?*
- Student:** *Yes. It is.*
- Paula** *Do you want to tell me that there are cases where you have a grade without being given your paper back?*
- Students** *Yes (in chorus). (Then one student teacher in addition to the chorus answered)... you will only give compensatory tasks, the second task, but you do not know how you did get an incomplete. You do not know how to do it.*

Although the student teachers were involved in longer discussion through Paula's questioning method, it was not immediately clear what the purpose of the discussions was.

4.6.3 Clarification of the performance criteria for the tasks

In all three lessons taught by Kaatili performance criteria were set for each planned activity. She reminded the student teachers about these criteria before they started on their presentations, and again during feedback sessions (either directly or through questions). She would write down the entire requirements needed for a good topic, and then tell her students that they had to ensure that their topics were clear by answering the following questions:

- *Is there a focus?*
- *Is the topic researchable?*
- *Is the topic specific and not too general?*
- *Is the topic clear?*
- *Is the topic manageable?*

Kahooli too made the performance criteria explicit to her students. The following is an example of one of her lessons in which she gave and explained the performance criteria to the student teachers before they started with the activity. She began by presenting the objectives of the lesson. These she wrote on the flip chart. She then explained the objectives of the lesson, emphasizing that the students would take part in each other's presentations and while they are in the lesson they are also taking on the role of observing. She then told the students she would focus on the following area during the micro-teaching. Here is an extract from what Kahooli wrote on the chalkboard.

- A) Lesson planning objectives/ competencies?*
- B) Introduction. How was it? How is the language through the lesson?*
- C) Teaching media suitable, useful at age level, correctly used and class management?*
- D) Teacher and learners activities. Is there a balance between teacher and learners? Activities are learner centered? Matching the objectives? Clear instructions?*
- E) Feedback to activity given?*

In Paula's lessons, performance criteria were not made explicit to the student teachers. As noted previously, the question and answer approach played a major role in Paula's teaching. Though there were cases in which she gave the student teachers activities to carry out, objectives were not clear on what were the intended outcomes.

4.6.4 Questioning strategies

I was also interested to look at how the teacher educators made use of questions to aid learning as well as to set a good example of using questions to student teachers in their own practice. All three teacher educators made use of questioning strategies to develop their student teachers understanding of the issues under discussion. The table below presents some examples of questions in two major categories as used by the teacher educators in their lessons. These categories are higher order and lower order thinking questions. Other questions are listed in Appendix 7.

Names of teacher educators	Two major categories of questions used during the lessons	
	Lower order level of cognitive demanding questions	Higher order level of cognitive demanding questions
Kahooli	<p>Does that make sense?</p> <p>What is learning in general?</p> <p>Were they clear?</p> <p>Did they achieve the objectives?</p> <p>Was it correctly used?</p>	<p>Now what can I do instead of putting...?</p> <p>What activity can you give to the learners?</p> <p>Any other example of synthesis that you want to give?</p> <p>How was the language?</p> <p>Elaborate more for Grade seven?</p>
Kaatili	<p>Do you understand?</p> <p>What is that Gideon was talking about?</p> <p>Does that make sense</p>	<p>How would you find it?</p> <p>How would you put that in statement form?</p> <p>The use of textbook in a learner centered way?</p> <p>Justify why you have chosen it.</p> <p>Say who will be your target groups and why etcetera?</p> <p>Why should you exclude the lecturer?</p>

Paula	<p>Do you understand?</p> <p>What is that we said previously?</p> <p>Do you want to say that there are situations where learners do not know how their papers were marked?</p> <p>Do you see this assessment as more structured or less structured?</p> <p>What does this mean?</p> <p>What information am I looking for?</p>	<p>Can you give me true experiences to prove it?</p> <p>How limited can may be?</p> <p>Which order is this one?</p> <p>Why do you say is more structured?</p> <p>How do we differentiate between a quiz which is less structured and a quiz which is more structured or a test?</p> <p>What information do you think you would like correct?</p>
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Table 5. Examples of two major categories of questions used by the participating teacher educators during their lesson presentations

The data shows roughly 364 total numbers of questions were used during all nine lessons presented by the teacher educators. This is only estimation as I had problems with some of the tape recorded versions that were not clear and I was not able to count all the questions. I found also that about two third of the questions were lower level thinking questions compared to one tenth of the questions, which were higher level thinking questions. (See Appendix 7 for all the questions asked during the lessons observed).

It was also noted that all three teacher educators asked several questions, one after the other, without waiting for the student teachers to respond before asking the next question. I also observed that sometimes the teacher educators would answer their own questions.

It seemed that from what I observed, the teacher educators recognize the value of questions in their teaching and learning, but did not always use questions effectively. I will come back to this point again in Chapter Five.

4.6.5 The use of oral feedback

In the interviews, all three teacher educators emphasized the importance of feedback as a tool to aid learning. In seeing if this emphasis came out in their lessons I noted that the use of the

questions was integrated with other strategies (for example the oral feedback mostly given as responses to student teachers' questions and answers). I observed that there were cases where the teacher educators responded to the student teachers in a positive way, either praising them or probing for further clarification. Though such positive responses were observed, there were also some instances (for example in Paula's lessons) of negative rejoinders to student teachers' responses. For example, on one occasion Paula responded to one of the student teachers when the student was trying to give an explanation about the term less structured item in assessment. The following is the extract taken from the lesson discussions between Paula and one of the student teachers.

Student: Less structured, the activity is not well prepared, just and it depends on the way of teaching, the behaviors, and the response of the learners....

Paula: Okay, ladies and gentlemen, I am not going to analyze the answers that he gives to us. I am going to analyze the meaning, of the word more structured/ less structured using our policy guide. You have your policy guide and on page 10 of your policy guide, I want you to start at page 10, you know of your policy guide. What makes assessment less structured and what makes the assessment to be referred to as more structured? I want you to analyze that one in your policy document.

. If you are sure of the answers just raise your hand and tell us. This is formal or informal assessment, because....

Kahooli's oral feedback to her student teachers was limited. Sometimes she never even gave the students a specific answer to the problem raised. She tended to ask many questions and then answer them herself again with another question. Here is an example of the feedback Kahooli gave her students. One of the student teachers was trying to explain how the objective of the lesson should be, and Kahooli interrupted the student, saying:

Even if you say they must work in groups, answering what they have to do must be very clear before they move to anything else. Let me now be clear here because now she puts... she differentiates between two types of energy resources. What can the learners do, so that her objectives can be achieved? Energy, learners ask question again, where they do not understand. Ok, let's look at objectives and activities. Is the teaching trying to reach her objectives? Can we look/ the first objective? Did she come up with any activities to help her? No ... there learners in a class who cannot differentiate the different two types of energy ... to differentiate the different two types of energy. To differentiate

Kaatili gave the whole class feedback to students in all three of the lessons I observed. She gave the feedback in response to individuals, the whole class or small presentations. Kaatili appeared to act only as a facilitator, making sure that consensus was reached. In one of her lessons, she gave feedback when the presenter was hesitant about accepting the comments made by other groups:

Remember not all people like to read a lot of things. Even if it is itself clear that from the beginning, from the beginning state your topic very clearly so that your topic will not leave anyone in doubt, those who will read it and then they do not know which school, which grade and if you know which subject... I think you should just, you know accept what the colleagues are telling you.

The following extract from Paula's second lesson shows how she too gave whole class feedback to the student teachers after a paired-work activity. Her students were given almost no opportunity to report on their work. Instead, Paula gave an explanation of the whole activity without really involving the student teachers at all. After a paired-work activity, she said:

So, we have gone through different vocabulary under the topic educational assessment, measurement and evaluation and I have said the better we understand the language, the better we see what we are expected to practice. Now, so a teacher has given a quiz, and to learners during her class, summing all the four basic operations, "ne?" So you can see that from looking at the items a learner has tried to respond to you look at the answers, the first answer under number 2, you see a learner trying to write numbers and numerals, now in ordering sequences, you know ascending or descending order.

It was only after her explanation that Paula started asking the student teachers to respond to some other questions such as:

Is this formal or informal assessment?

Do you see this assessment as more structured or less structured?

It seemed that there is an inconsistency in the way the teacher educators respond orally to their students' answers. I will come back to this point again in Chapter Five.

4.6.6 The use of peer and self assessment

The idea of using peer and self assessment as a means of formative assessment emerged from both interview and observation data. Beginning with Paula, it was interesting to note from the interview that she advocated the use of peer and self assessment, saying that during the micro-teaching she would let her students analyze and reflect on the answers given by the other students to try to see whether they agreed with their peers. If there were gaps, then they would be asked to reflect on what it was that they were supposed to have done or had failed to do. None of Paula's actual lessons reflected this strategy however.

By contrast, both self assessment and peer assessment was evident in Kaatili's lessons. She gave opportunities for this kind of assessment through encouraging her students to ask probing questions. The following extract shows Kaatili's conversation with her student teachers.

Student *How would the teacher,.,slanguage encourage participation of the learners with reference to clarity, encouragement and reinforcement?*

Kaatili *Okay now that is in question form. How would we put it in a statement form? Nakakuwa, could you make your statement clear please?*

Student *I think that statement is not clear*

Kaatili *This here is used to encourage, it is used to encourage learners to participate. Is this topic clear? Imagine now the topic is read like that? Mmmm... can we make it a bit clear? Mmmm... my name sake Fiina!*

Student To make it clear teachers should encourage learners to participate.

Kaatili Okay, the last one? Paula!

Student I think it is the use of teacher's language that encourages participation.

Kaatili Repeat that statement said. Okay I think if you compare the first one and the second one, this one is a bit more clear, because once you said it is the teacher's language that encourages , you know that you change the what, style of rearranging so that it becomes more meaningful, and more understandable. The teacher's language that encourages participation in reference to clarity, encouragement and?

The same kind of peer assessment was also encouraged in Kahooli's lessons, although most of the questions she used to facilitate peer assessment activities required mainly yes or no answers. Here are some examples of how Kahooli gave her students the opportunity to assess each other's work:

Is everything clear from the lesson plan? (Lesson 1)

People you are saying the lesson objectives are clear? (Lesson 1)

What can I put there? (Lesson 1)

What do you think, what are their objectives? (Lesson 2)

4.7 Evidence from the teacher educators' documents

I analyzed a number of documents including official syllabus documents and the three teacher educators' documents such as the official syllabus documents, the term plan, lesson plans, assignments and tasks, and student's marked tests and assignment papers.

4.7.1 The official syllabus documents

I analyzed the ETP syllabus to see how formative assessment is addressed in it and to see whether guidelines are provided on how to develop students' competencies in formative assessment. Two entries in the syllabus deal with issues pertaining to formative assessment in teaching and learning. These are under Topic 7 (Assessment and Evaluation) and Topic 14

(Continuous assessment). The required content, objectives and competencies are outlined in the following Table 6.

Topic 7: Assessment and evaluation of teaching and learning		
Content	Objectives	Competencies
The difference between assessment and evaluation	Knowledge, skills and attitudes. Through interactive learner centered educating , students should be able to: differentiate between assessment (measuring a learner’s performances) and evaluation. (Judging the effectiveness of the learning process) by expanding on their own experiences.	Student should demonstrate: An understanding of the concepts of assessment and evaluation
The purpose of assessment: <ul style="list-style-type: none"> • Formative assessment • Summative assessment • Diagnostic assessment 	Understand the three main purpose of assessment : formative , diagnostic and summative	Demonstrate an understanding of the three main purposes of assessment
Topic 14: Continuous assessment		
Content	Objectives	Competencies
CA as an integral part of the learning process	Knowledge, skills and attitudes. Through interactive learner centered education, students should be able to: <ul style="list-style-type: none"> • develop their existing knowledge and understanding of continuous assessment as practiced in schools 	Students should demonstrate : Their understanding of the place of both formative and summative assessment within the CA process

CA as formative assessment : the assessment- feedback correction _ learning cycle	<ul style="list-style-type: none"> • understand the place of CA as an integral part of the learning process understand the formative role of CA 	their understanding of the importance of involving learners in the CA process and in providing constructive feedback
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Table 6: ETP syllabus requirement entries related to formative assessment

The information above shows that the syllabus gives clear guidelines on what to cover, how it should be covered and why it should be covered to prepare student teachers for effective implementation of formative assessment in teaching and learning. This then needs to be translated into action by teacher educators. In looking at how Kahooli, Kaatili and Paula do this I use the following three categories: schemes of work (year plans), lesson plans and assignments.

4.7.2 Participating teacher educators’ year plans

All three teacher educators observed have developed schemes of work (year plans) for their particular year level. As noted previously, Kaatili and Paula both teach ETP at the second year level and use the same plan. Kahooli teaches first year ETP so uses a different plan.

Both plans of work I analyzed consisted of various components, *inter alia*; a timeline; topics to be covered; competencies to be achieved; activities; teaching and learning approaches; resources; assessment tasks; and how progress reports and reflections would be managed. Both the plans were designed to cover the whole year. I noted, however, that some of the information under the components was either not fully spelled out or not spelled out at all.

Looking for example at Kahooli’s Year One scheme of work assessment section, tasks were not clearly stated. The only things written under this section were *TASK#1* “*TASK# 2 etcetera*. This may indicate a problem with Kahooli’s planning of assessment tasks for formative and summative purposes. A further problem was the way her ‘_competencies’ were written. For example she had

just written *competencies* and under this a list of terms: *accesses*, *equity*, *quality* and *democracy*. (See Appendix 8A of an extract taken from Kahooli's year plan).

The year plan for Year Two showed little difference from Kahooli's style on how the components of assessment tasks should be addressed. For example, *Class activities as part of less structured, or presentations, oral questions and written questions*. However, there was no indication of the type of oral questions asked, and what criteria were to be used during the presentations (See Appendix 8B of extracts taken from Kaatili and Paula's year plan).

4.7.3 Participating teacher educators' lesson plans

Lesson plans proved a rarity in the college, so much so that none of three teacher educators I observed used formal lesson plans in their lesson presentations. Instead they worked according to some rough notes that they made beforehand mostly in the form of instructions about the lesson procedure. There was no evidence of any written record of the objectives and competencies to be covered, the level of students was not identified, nor were they recognizable. This would suggest that planning may be taken less seriously. I will explore this further in Chapter Five.

4.7.4 Assignments and other tasks set by the participating teacher educators

My analysis of assignments and tasks reveals that all three teacher educators involved the student teachers in writing either assignments or tests at the end of a topic or at the end of a term. One task given by Kahooli, for example, in First Year ETP for Term 1 covered the topic: *Introduction to Education Theory and Practice*. Her students were asked to complete the following task within a maximum length of 5 pages for 50 marks. Alongside the task were criteria indicating how the students' work was to be judged, as well as how the grades would be allocated. The following Figure 4 is one of the tasks given to the student teachers by the three participant teacher educators.

Professional Studies Department Education Theory and Practice 1 -2008

Instructions: Based on your experiences at school, answer the following questions:

1. What are some of the challenges facing Education in Namibia today?
State and explain at least 3 of the most important ones. (10)
2. What solutions would you recommend to rectify the above 3
problems? Support your views. (10)
3. To what extent have the 4 National Goals for education in Namibia
have been realized?
What else can still be done to fully materialize these goals. Support
your views. (30)

Reference: Toward Education for All.

Grading Criteria

Distinction: Ideas presented are fully logical and excellently supported by appropriate examples. Views stated are honest and focused on the issues excellently. The language usage is excellent with no grammatical and spelling mistakes. References have been fully used. 38-50

Credit: Ideas presented are logical and supported in a sufficient manner with examples. Views are honest and focused on the issues in an above average way. The language usage is very good with few grammatical and spelling mistakes. References have been used to a very good level. 30 - 37

Complete: Ideas presented are somewhat logical and supported by examples. Views stated are honest and focused on issues in an acceptable way. The language usage is at a good or average level. References have been used in an average way. 25 - 29

Incomplete: Unable to meet the above criteria. 0 - 24

By: Kahooli

Figure 4. An example of one ETP assignment task and criteria given by Kahooli to Year One student teachers

Another task I analyzed was the task given to the second year student teachers by Kaatili and Paula. It was an individual task about the theorists such as Piaget, Skinner, Bruner, Vygotsky and Maslow. Student teachers were asked to relate their theories to Learner centered education

(LCE) in Namibia, how they can use the theories in their own classrooms and also to compare and contrast the theories. Below is one of Kaatili and Paula's task briefings:

Professional Studies Department		
Education Theory and Practice		
Year 2	Term 1	Task 1
Date given 13 February 2008		Due date: 22 February 2008
Instructions:		
<ul style="list-style-type: none"> • Answer must be clear and straight to the point. • An assignment task must have a cover page. <ul style="list-style-type: none"> • Write legible and neatly. • Answer all the questions given. • Submit the assignment on the date given. 		
1. Choose <u>a theorist</u> from the list below and explain how you would use it in your classroom. Write about ± 120 words.		
<ul style="list-style-type: none"> a. Piaget b. Skinner c. Brunner d. Vygotsky e. Maslow 		(15)
2. Describe how the constructivism theories are related to LCE in Namibia. Write about ± 150 words.		
		(20)
3. Compare and contrast the following terms		
4.		
(i) Classical conditioning and Operant conditioning		(5)
(ii) Positive reinforcement and Negative reinforcement		(5)
(iii) Scaffolding and Zone of Proximal Development (ZPD)		(5) → Total (15)
Grading Criteria		
A student teacher will be graded Distinction , Credit , Complete and Incomplete based on the following criteria.		
<ul style="list-style-type: none"> • Ability to focus on the essential facts/issues asked • Ability to use the question asked appropriately • Appropriate language usage and correct spellings of words • Neatness of work 		
Distinction: Outstanding demonstration of the above		
Credit: Very good fulfillment of the above		
Complete: Satisfactory demonstration of the above		
Incomplete: Unsatisfactory work		

Figure 5. An example of an ETP assessment task and criteria given by Kaatili and Paula to Year Two student teachers

While the assignments given by the three teacher educators show some understanding of how written work as well as performance indicators should be set, all these tasks were written at the *end* of a topic or at the end of a term. As a result, they seemed to carry little formative value (assessment for learning), as feedback was going to be given later, not immediately while a topic was still under discussion. It is possible that the teacher educators planned to make use of this information in planning their next term_s work, but as they stand, the purpose these tasks served seems to have been for summative assessment. When I followed up on how they used information collected through the various assessment tasks at the end of the term or the unit, Kaatili referred me to our initial interview. Here she had explained that she made use of this sort of information to address problems which she then addressed immediately (either orally or in written feedback) depending on the nature of responses to questions. Kahooli too explained that she gave feedback after the marking of assignments; although she did then go on to express the view that often student teachers did not take the feedback seriously. Paula expressed doubt about how effective feedback was. She referred me to the initial interview I had had with her where she had explained that time is sometimes an obstacle for her. She found that she did not always have as much time to give individual feedback to the student teachers as she would like, because of the office responsibilities. For example, Paula in the initial interview said:

The thing is the opportunity, the conducive environment for individuals"feedback. I think it is not in the classroom. I feel it is outside the classroom, where you can say, you know Otilie, if you have time to deal with them according to their individual needs. In most cases I am not doing that. One reason might be you know that the office I am having, you see the responsibilities .. if the time we have created for tutorial can work, I think I can do more.

4.7.5 Student teachers' marked assignments by the participating teacher educators

The last documents I analyzed were some marked pieces of student work selected randomly from the relevant student groups (nine pieces of work in all, three per teacher educator). I wanted to look not only at the teacher educators' feedback in terms of how they might aid learning, but also at how the teacher educators' assessment style might provide an example for student teachers to emulate. In the following table, I present examples of a teacher educators' feedback alongside the task criteria. For more examples, refer to Appendix 9.

Teacher educator	Student teacher's work	Nature of the assignment/ Task	Criteria for marking set by the teacher educators	Teacher educators' comments/ feedback to the student teachers
Kahooli	Student Teacher No. 1	Paired work assignment on lesson planning	<ul style="list-style-type: none"> • Lesson plan include all the components • Objectives are well and clearly formulated based on Bloom's taxonomy • Teaching aids are clear, visible, neat, durable, appropriate, attractive • Teachers and learners' activities are LCE • Appropriate and meaningful activities are given and assessed • Teachers' activities include: giving feedback; giving new information • Suitable homework given and lesson is included. <p>Other related information to criteria:</p> <p>Distinction: 38-50</p> <p>Credit: 30 -70</p> <p>Complete 25 -29</p> <p>Incomplete 0- 24</p>	<ol style="list-style-type: none"> 1. Why not exchange the notebooks and then give feedback while they are marking? 2. Assessment? 3. How would you find out? 4. Isn't it better if they bring any samples to the class? <p>Grade awarded: 44/50, Distinction</p>

Student teacher No.2	Individual task , based on student's experiences at schools on the challenges facing the Namibian Education system; recommendation to rectify the situation and to what extent the four national goals of the educational system have been achieved	<p>Distinction -A Excellent understanding of the topic and ability to link theories to practice, excellent usage of language, reasoning and provision of examples where needed evidence of knowledge gained during SBS, excellent ability to organize ideas and focus on relevant points. 76 – 100%</p> <p>Very Good -B: Very good understanding of the topic and ability to link theories to practice, usage of language, reasoning and provision of examples where needed. Very good evidence of knowledge gained during SBS. Very good ability to organize ideas and focus on relevant points. 60- 75%</p> <p>Good - C: Good understanding of the topic and ability to link theories to practice. Good usage of where needed evidence of knowledge gained during SBS, Good ability to organize ideas and focus on relevant points. 50-59%.</p> <p>Incomplete –D: Good understanding of the topic and ability to link theories to practice. Good usage of language, reasoning and provision of examples where needed evidence of knowledge gained during SBS,</p> <p>Good ability to organize ideas and focus on relevant points language, reasoning and provision of examples</p>	<p>Check your spelling with the dictionary. But you said that poverty is a problem, how can they found these?</p> <p>Again funding will be a problem. Unqualified teachers cannot be removed so, they have rights too!</p> <p>At that level the student are 18 and above and they have to do as they wish!</p> <p>What other achievements for this goal?</p> <p>Any suggestions as how to achieve</p> <p>Apart from gender, what else is indicative of equity?</p> <p>What else still need to be done</p> <p>Any other ways that this can improve?</p> <p>Follow the correct format!</p> <p>Grade awarded:</p> <p>C- Good</p>
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Table 7. Participating teacher educators' feedback as reflected in examples of marked assignments returned to student teachers

The marking of all three participating teacher educators' appears to have concentrated mainly on awarding marks or giving ticks for correct answers, rather than providing any real indication as to why a student was awarded a 'complete', a 'credit' or a 'distinction'. Feedback from these teacher educators was limited in all instances. No clear indication was given of what problem there might have been with the work or how it might be improved. When asked whether the written feedback I found on the assignment tasks was all the feedback provided, Kahooli said that she normally also gave oral feedback when returning students' work (including discussion around problematic issues). Paula and Kaatili also indicated that time and student ratio of about 1:30 are a challenge, and a limiting factor pertaining to giving constructive feedback to each and every student teacher for their written assignments.

4.8 Conclusion

In this chapter, I have presented data collected through interviews and observation and from document analysis to show how the participating teacher educators understood and implemented the principles and strategies of formative assessment. I also presented data on how the teacher educators prepared their student teachers to implement formative assessment effectively in their own teaching (either through direct instruction or through modeling). A preliminary analysis of the data suggests that all of these teacher educators share similar understandings of what formative assessment entails and of its underlying principles; but they experienced some difficulty in implementing formative assessment and in planning how formative assessment should be incorporated into their everyday teaching activities. The next chapter discusses some of my key findings in closer detail.

CHAPTER 5

ANALYSIS AND DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents my analysis and discussion of the main findings in response to the research goals for this study. The discussion in this chapter will centre on explorations of why the teacher educators participating in my study appear to have such inconsistencies in their interpretation and practice of formative assessment. The discussion is organized under the following three major categories:

- The participating teacher educators' perceptions and understandings of key principles and strategies for formative assessment in teaching and learning.
- The participating teacher educators' implementation of formative assessment in their own practice
- The participating teacher educators' modeling of formative assessment for their student teachers

5.2 Participating teacher educators' perceptions and understandings of key principles and strategies for formative assessment in teaching and learning

In this section, I examine how the participating teacher educators perceive the principles and strategies of formative assessment. Key issues that emerge from the data include the teacher educators' understandings of the concept of formative assessment, the roles they saw formative assessment playing in learning, and their understanding of the principles and strategies for implementing formative assessment.

5.2.1 The teacher educators' understanding of the concept of formative assessment and its role in teaching and learning.

The three participants appear to have an understanding of what formative assessment is and what it entails. As indicated in Chapter Four, all three teacher educators were able to offer an acceptable definition of formative assessment. They defined the concept by referring to its role and purpose in learning (such as providing feedback, using data to improve teaching and learning). There seemed to be common ground in their explanations of the term. They all saw formative assessment as a tool to provide information in order to improve practice. Kahooli, for example, described formative assessment as something that is done regularly, continuously, and not simply at the end of a unit or term. She seemed to recognize that formative assessment is there to give information to teachers and learners, which allows teachers to give constructive feedback to their learners that might lead to further improvements in their learning. Paula indicated that she preferred not to confine formative assessment to ongoing assessment only, but that she wanted also to link it to its purpose of giving feedback to student teachers in order to inform further changes in their practice. Kaatili defined it as a process of making judgments about whether objectives had been reached, and to inform improvements needed in future.

All three teacher educators saw it as something that could help in changing their own practice through feedback on how their learners were coping with the work given in class. The teacher educators' definitions partially reflect Black and Wiliam's definition referred to in Chapter Two of this report. They maintain that formative assessment includes "all the activities undertaken by teachers, and /or by their students which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black & Wiliam, 1998, p. 7). However, the teacher educators' understanding of formative assessment is not consistent with Geysers' (2004) view that formative assessment should be embedded in all aspects of teaching as day-to-day activities designed to support learning during instruction time, and not after the teaching and learning (p. 93) (something also emphasized by Black, et al., (2002) and Wilmot (2003)). Looking at Kaatili and Paula's interpretations of formative assessment, it would seem that their emphasis is on the collecting of information in order to improve their own practice rather than on taking into account the use of this information by the learners to help them adjust

and modify their learning (Chappius, 2005). How likely is it that these teacher educators would then be able to facilitate their students' deeper understanding of formative assessment and its role in teaching and learning? It is through the teacher educators' own understandings of the concept and its role in teaching and learning that they are able to pass on and share this with their student teachers. The apparent gap and the absence of deeper understanding of formative assessment and its role in teaching and learning is likely to have an impact on their student teachers' own understanding.

5.2.2 Participating teacher educators' understanding of strategies for formative assessment in their own teaching

Two of the participating teacher educators, Paula and Kahooli, demonstrated in the interviews their awareness of the practical applications of formative assessment as developed by the AGR (2002). The strategies they identified include the idea of giving effective feedback; involving learners in their own learning; adjusting teaching to aid learning based on assessment findings, and using oral and written questions to assess learners' understanding. The Assessment Reform Groups' ideas in this regard are echoed by other writers, *inter alia* Clyde, et al. (2006); Black, et al. (2003); Black, et al. (1998). The third of my participating teacher educators, Kaatili identified only tests, assignments and examinations as important strategies of formative assessment. Kaatili's view reflects a risk identified by Sutherland and Peckham (1998, cited in Gyser, 2004) that looking only at the products of assessment encourages surface learning.

None of the interview responses of the three teacher educators appeared to demonstrate awareness of other assessment issues highlighted in the literature. These include fostering motivation and developing learners' self esteem; the value of involving learners in the negotiation of assessment criteria; making sure learners know and are clear about the intention of learning (Clyde, et al., 2006; Black & Wiliam, 1998; Wiliam, 2008). In fact, Paula raised her concern in the interview about teacher educators probably not being well versed in all the issues pertaining to formative assessment. She felt that there are different conceptions amongst Namibian teacher educators, especially in Oshana College of Education, where she is teaching as to what formative assessment is and what strategies ought to be used. Paula expressed the view

that teacher educators need to come together so that everyone has the same insight on issues pertaining to formative assessment. She felt that the diverse ideas of teacher educators about formative assessment strategies could confuse student teachers' understanding and future practice of formative assessment.

In the following sections, I discuss in some detail the three participating teacher educators' own implementation of formative assessment strategies.

5.3 The participating teacher educators' implementation of formative assessment strategies in their own practice

5.3.1 Planning for teaching and learning activities around assessment practices

Planning for teaching and learning processes involving assessment tasks are amongst the principles of formative assessment developed by the ARG (2002). Wilmot (2003) emphasized that planning is essential for each teacher at every level. This includes meso-level planning (developing a term plan, which is a teacher's master plan) as well as micro-level planning (planning daily lessons) that include indications of the assessment activities (either formal or informal) to be used. The Broad Curriculum for BETD pre-service in Namibia (MoE, 2007) requires teacher educators to include the different learning tasks they have planned for formative assessment purposes in their term plans. It also requires that they indicate when the various tasks should be done. My analysis of documents revealed that the three participating teacher educators are guided by the prescribed syllabus from the Ministry of Education (2007). In terms of delivery, all three teacher educators had done meso-level planning in that they had drawn up their year plans from the syllabus (refer to appendix 8A and 8B). A shortcoming that I identified in their year plans was that their assessment tasks and competencies were not clearly spelled out. This might indicate that their assessment tasks were set on an ad hoc basis during or after the teaching process, what (Heritage, 2006) called on-the-fly assessment. I would have also expected to see assessment planning more clearly embedded in the term plans. However, in Kahooli's term plan for example there was no explicit information on what assessment tasks were to be carried

out. Instead Kahooli had just written in *_task 1*, *_task 2*, *_task 3* (refer to Appendix 8A). Kaatili and Paula who teach the same year seemed to be more closely in line with Wilmot's (2003) suggestions of making assessment an integral part of the teaching and learning process. They indicated that class activities would form part of the assessment tasks they would give their student teachers, as well as listing more structured assessment tasks, such as presentations and written work (refer to Appendix 8B).

I noted earlier that none of the three participating teacher educators was able to present me with a lesson plan. This makes it difficult for me to evaluate their micro-level planning and how formative assessment is planned in their lessons. Such limited documentary evidence of teacher educators' planning raises concern whether formative assessment is a real part of their meso and micro planning or only happens in a more haphazard way during their teaching. Such a situation would not represent a model of good planning for student teachers to emulate. Although the teacher educators did not have written lesson plans or clear assessment strategies spelt out in their plan, they require their student teacher to write clear, understandable lesson plans or term plans when they go out for School Based Study (SBS).

5.3.2 Using questions as a formative assessment tool

McTighe (2005) and Leahy, et al. (2005) outlined various strategies to use during teaching and learning as a way to assess formatively, including the use of questions. I observed and recognized that questioning was an important part of the three teacher educators' assessment practices (Black, et al., 2003). In the following sections, I discuss briefly how teacher educators used questioning in their lessons.

(a) Oral questions

In observing the three teacher educators three times each for a total of nine lessons, I noted that all three used questions in different ways as pointed out by Black, et al., 2003 and Murray and Nhlapo, 2001 (cited by Robertson, 2008), discussed in Chapter Two of this report. It emerged that Kahooli and Paula asked many questions during their lessons.

The teacher educators' oral questions were analyzed under two major categories. These are "facts and higher level cognitive thinking questions" (Gall, 1984, cited in Robertson, 2008, p. 40). If one looks at Appendix 7 and Table 5 in Chapter Four, Section 4, most of the questions asked, were lower level cognitive demanding questions. This could be as a result of the situation raised by Ellis (1993, cited in Kid source online, 2006) discussed in Chapter Two of this report, which explained that teachers tend to ask lower level questions in order to save time, keep the attention of learners and manage the classroom more easily. This will lead to shallow learning. The teacher educators will also find it difficult to determine whether the student teachers do have an understanding of the concepts learned through simple yes or no answers, for example: *Do you understand? Does that make sense* or factual questions such as: *What is a worksheet*, show little evidence of data collected from assessment that occurred in the process of learning. These questions are the questions that Monyai (2006) cautioned that have limited value in learning and they do not allow or give opportunity for students to think critically.

Only roughly one third of the questions used during the lessons were of higher cognitive demand questions, for example, *How do we differentiate between a quiz which is less structured and a quiz which is more structured?* (Paula). *Identify your chosen group and explain why you have chosen that group* (Kaatili). *What activity can you give to the learners?* (Kahooli). The students were not restricted to a certain specific answer or a simple answer. Black, et al. (2003) suggested the use of those questions to encourage learners accepted wisdoms as it directs richer conversations. The Broad Curriculum of the Basic Education Diploma in Namibia (Namibia. MEC, 2007) indicated that assessment should be in line with the principle of LCE involving interactive teaching and learning; learning with understanding and learning through productive activities and cooperation.

b) Written questions

Written questions on test and assignment tasks are another useful way of gathering information aimed at judging the progress students have made (Wilmot, 2003). From my analysis of the types of questions asked in the assignments tasks, it seems that there is an inconsistency between the practices of oral questions and formal written questions set for assignment tasks/ tests analyzed. In the written tasks, it is noticeable that most of the questions asked were aimed at a higher order cognitive level of thinking. As can be seen in the example of questions in Chapter Four, section

4.7.4, (Kahooli, Kaatili and Paula's assignment tasks). Shepard (2000) emphasized the need for tasks which involve the application of knowledge in real life situations. In most of the written questions student teachers were asked to link their answers to experiences in the classroom situation, such as the questions set by Kaatili and Paula which asked student teachers to choose a theorist from a given list (Piaget, Skinner, Brunner, Vygotsky and Maslow) and explain how they would use this person's theory in their own classrooms. Another example is the task given by Kahooli, based on the Namibian context. This task asked the student teachers to look at the challenges facing the Namibian education system and to think of possible solutions. The task also asked the student teachers to evaluate the extent to which the four goals of Namibian education have been achieved. The students were asked to base their arguments on their own experiences at schools. These teacher educators appear to pay less attention to assessment for learning in oral questions as part of their ongoing class interaction with the student teachers than to assessment of learning as part of their mark gathering activity. The discrepancy between the participating teacher educators' practice of mainly lower order oral questions and then higher order written questions may have its roots in the way the teacher educators viewed and interpreted the principles and strategies of formative assessment. Nonetheless, formative assessment is *—assessment for learning and not assessment of learning*" (ARG, 2002, p. 1).

5.3.3 Creating of an open environment through interactive teaching and learning

An open environment is necessary so that every student teacher has the opportunity to explore issues, and to answer questions, drawing on his or her own ideas about those issues (Clyde, et al., 2006). If this is not done, opportunities to build individual understanding and feelings of self-worth among student teachers may be missed (Monyai, 2006). Responses to questions go hand in hand with effective questioning (Maylor, Keogh & Goldsworthy, 2005; Monyai, 2006). Throughout the nine lessons observed, constructive, positive responses to student teachers' answers was evident in many ways. For example, Kaatili responded to one of her student teachers by questioning and motivating him to come up with the correct answer in the following way:

However, the teacher and all the learners can use the textbook in a LC way as well. So, how would you put that in question form?

The teacher educators' methods of handling student teachers' responses to the questions asked was problematic. If the students' ideas are crushed by comments like, *I want a yes or no answers, ,,or 'I only want to hear from somebody who is sure about the answers,'* as Paula did in two of her lessons, they are less likely to take part in lessons, and this may harm their self confidence. Kahooli, for example, showed a tendency to interrupt her students while they tried to put their points across. This may not only hamper the students' morale, but also discourage them from responding to questions in a democratic way.

My analysis of the kinds of communication between the student teachers and their teacher educators during the lessons I observed suggests that the kind of open environment for learning about formative assessment suggested by Heritage (2006) does not exist in the College. Heritage (2006) recommends that all the students be given an opportunity to feel that they are respected and valued as the contributors, whether their opinions are right or wrong. This could negatively influence the student teachers' own future practice.

5.3.4 Using criteria as a formative assessment tool

Assessment in the BETD program in Namibia is supposed to be learner-centered and criterion-referenced (Namibia. MoE, 2007). My document analysis revealed that for every written assessment task the participating teacher educators set criteria, but these criteria did not always match the task questions. For instance, Kahooli set a task consisting of three questions, worth fifty marks in total. One question asked the student teachers to state and explain three recent challenges facing the Namibian education system for ten marks. The second question asked the student teachers to look at what solutions they would recommend to rectify the problem stated in the previous question. This was worth ten marks too. The third question was for the student teachers to evaluate the achievements so far in relation to the four national goals of education in Namibia, worth thirty marks. All three questions were judged according to the same criteria described in Chapter Four. So, for example, in order to achieve a distinction, 30-50 marks were judged against the following criteria:

*Ideas presented are logical and excellently supported by appropriate examples.
Views stated are honest and focused on the issues excellently.
The language usage is excellent with no grammatical and spelling mistakes.*

References have been used to a very good level.

The literature emphasizes the importance of criteria matching learning intentions (Heritage, 2006; Chappuis, 2005; Leah, et al., 2005; Shepard, 2000). The participating teacher educators' assessment criteria appeared to be general rather than specific to the question asked.

5.3.5 Using feedback

It appears when comparing interview data with classroom observations that there is a discrepancy between what teacher educators said (theory) and what they did (practice). In the interview, Kaatili only mentioned assessment activities that were aimed at summative assessment products. She did not discuss assessment as a continuous process in teaching and learning. From lessons observed, however, Kaatili's assessment activities seemed mostly to demonstrate a belief that formative assessment was continuous and a central part of teaching. Kaatili therefore, even though she did not articulate this in the interview, seems to do (or intuitively know) more about the issue in practice. This is a good practice as per Wilmot's (2003) insistence that assessment for learning is not only aimed for product at the end of teaching, but also is concerned with the process of learning; that it should be used to provide feedback that can support learning. Chappuis (2005) argued that formative assessment was valuable when it answered three questions (as discussed in Chapter Two) namely "Where I am going? Where I am now and how I can close the gap?" (p. 39). From my observations and analysis of the situation with the three participating teacher educators, it would seem that the purpose of their assessment tasks was mainly to award grades; to assess quantity rather than quality in learning; with few opportunities to close any knowledge gaps their students may have had (Black & Wiliam, 1998; ARG, 2002). Kaatili also seemed aware of her responsibility in terms of guiding student teachers in their understanding of formative assessment. She did express concern, however about the large number of student teachers she had to cater for, identifying this as an obstacle in her assessment practice. She indicated that she gave feedback, though not to each student teacher, and not always based on the individual student's needs; in other words, there was reduced opportunity for her to give feedback effectively and timeously, which undermines the purpose of formative

assessment. Paula also complained about the lack of time available to teacher educators for detailed reviewing of assessment results with their students. The fact that feedback is not given timeously raises concerns about whether it can really contribute to and improve learning (Black & Wiliam, 2002). Kahooli claimed that personally she did not to have challenges as regards her implementation of formative assessment, but that she thought there *were* some problems with teacher educators working in other areas of specialization at the College.

In the interviews, all three teacher educators identified giving feedback to the learners as an important part of improving learning. This is in agreement with Heritage's (2006) emphasis on the importance of giving feedback in teaching and learning as discussed in Chapter Two. However, what my document analysis of the students teachers' marked assignments and tests revealed was that the comments given by the teacher educators were limited; often vague and offering little opportunity for the student teachers to learn from the feedback they received. As recorded in Table 6 of Chapter Four, Section 4.7.5 and in Appendix 9 the teacher educators' comments were not focused explicitly on the quality of student work or on how well the students had performed in relation to the learning objectives and assessment criteria. Some of the teacher educators' comments only gave general praise and comments on secondary aspects like for example, the use of Information Communication Technology (ICT) in the production of an assignment (which was not actually part of the assessment criteria). So, for example, Paula wrote on one of her student's assignments: *Keep up the good work as well as integrating ICT in your task.*

Many of the teacher educators' comments were of a managerial sort, for example:

*Do not use two questions in one
Use grammar or language usage wisely
Names were not written clearly*

Other written feedback was grade-based (such as distinction, credit or complete) without any clear indication of where a student might have gone right, or wrong, or how he or she could improve. This is not supported by Sadler's idea of a feedback loop (described in Heritage, 2006). Sadler emphasizes that teachers and students should be involved in an ongoing process, with the teacher giving clear descriptive, criterion-based feedback and indicating to students where they

are in the learning progression; how their understanding measures up against the desired goal; and how they could move forward. Instead, the participating teacher educators tended to provide a summative kind of feedback across most of their students' written tasks, with little detailed feedback. Such limited feedback serves little real purpose, as the student teachers do not know where they did well; where they went wrong; or how they might improve. It is this kind of assessment feedback that Heritage (2006); Black & Wiliam, (1998) and ARG (2002) warn against. It is unconstructive and may affect students' sense of self-worth. Claims have been made by the five reviews on formative assessment that good formative assessment can double the standard of student learning, (Nynguish, 2003, in Black & Wiliam,1998; Kruger & Denish, 1996, Crooks, 1988, Natriello, 1987 in Wiliam, 2008). If the feedback is not worthwhile, this cannot happen.

5.3.6 Using peer and self –assessment

Good assessment practices in higher education acknowledge the value of peer assessment in promoting reflective, autonomous learning and in developing personal and professional skills (such as critical analysis) (Goos & Moni,2001). This practice was not in evidence with Paula. As I noted in Chapter Four, Paula's lesson presentations were dominated by questions where mostly she invited short, right or wrong answers. Paula seemed not to bother to make use of peer or self assessment in any of the three lessons. None of the observed lessons showed that she encouraged or facilitated peer and self assessment. On the other hand, Kahooli's assessment practice was characterized by the use of peer assessment. After an explanation of any new concepts, her students were given activities to do. In one of her first lessons she started by explaining the new concepts by means of examples. She then gave the students an opportunity to plan lessons in groups and then followed this with micro - teaching practice, which provided a platform for peer assessment. Kaatili, too, practised peer assessment. In three consecutive lessons, she got her students to explore the concept *action research* in a collaborative way. Later on, she gave the students an activity where they had to write an action research plan, which they then presented to their classmates. After each presentation, Kaatili got the student teachers to assess their peer's work by discussing the lesson and giving feedback.

Even though Kahooli and Kaatili's practices involved students in peer assessment, the way the peer assessment process was facilitated seemed to limit what the students learned. Their practice did not fully match Heritage's (2006) idea of effective formative assessment. It seems that Kahooli and Kaatili's student teachers were not provided with good examples of how to give constructive comments. For example, in one of Kaatili's lessons when her students were giving feedback on each other's research topics, some students started criticizing others negatively. Some of the feedback was not accepted by the student concerned nor taken seriously, and the whole session almost resulted in chaos. Some of the groups defended themselves vigorously, despite others assuring them that they were correct. It appeared that the platform Kaatili provided, instead of providing opportunity for learning from feedback was seen as deciding whether answers were right or wrong. In Kahooli's peer assessment sessions it also appeared that her students were not willing to listen to their peers' feedback. Kahooli had to remind them repeatedly to focus on working together in a supportive way. These difficulties lead me to believe that even though they were able to speak in the interviews of the importance of peer and self assessment, the teacher educators lack the necessary skills to properly facilitate this sort of assessment.

5.4 Participating teacher educators' modeling of formative assessment for their student teachers

The practice of good assessment (of which formative assessment is a part) can only be effective if teacher educators have "assessment literacy" (NIED, 2003) and provide models of good practice to their students (Goose & Moni, 2001, p. 73). Student teachers are more likely to be able to implement formative assessment effectively if they themselves have been exposed to good exemplars in their pre-service years (Heritage, 2006). This links to Vygotsky's idea of the ZPD whereby student teachers can be actively and socially involved in the learning task under the guidance of their teacher educators (Shepard, 2000). This is what the curriculum planners for the BETD pre-service programme in Namibia (NIED, 2006), require teacher educators to act as exemplars to their student teachers in whatever assessment strategies they use. Van Harmelen (personal communication, 22 October, 2008) expressed the view that modeling is most effective

when tutors first do things themselves, then explain or give examples, and then get students to do the same. They will then create a platform for further discussion and meta-reflection (either alone or with peers), and for re-planning for better practice in future.

Kahooli, Kaatili and Paula all acknowledged their responsibility to act as role models to their student teachers as a way of helping the students develop their understanding of formative assessment. They all talked about micro-teaching as a way of developing understanding of formative assessment. Kaatili, for example, incorporated assessment activities throughout her lessons. Kahooli encouraged her students to do the same as she did. Paula would get her students to do self-reflection and peer assessment. Such modeling practices are recommended to teacher educators (Karlthagen & Karlos, 1999, cited in Bobbins, 2008) as a way of encouraging students to replicate the good practice of their tutors.

Evidence of the teacher educators' trying to develop their student teachers' understanding was observed in two of Paula's lessons under the topic "*Assessment and evaluation*". During these two lessons, Paula asked her student teachers to discuss different types of assessment including formative assessment. One of the strategies she used in developing the concepts was questioning (as discussed in section 5.3.2).

Although in the interviews all three teacher educators seemed conscious of the need to be good modelers of assessment practices, it was only Kahooli who explicitly mentioned that she encouraged her students to do the same as what she did as a way of integrating theory and practice. As noted above, however, I did not actually detect evidence of this in the lessons I observed.

The discrepancy between the participating teacher educators' claims and the evidence of their understanding and implementation of good assessment modeling could suggest that they do not fully understand what student teachers need from modeling; or perhaps there is some misinterpretation of curriculum and policy documents. This might arise partially from inadequacies in the teacher educators' own pre-service training in assessment (Boston, 1994, Daniel & King, 1998; Stiggins & Conklin, 1992, cited in Goos & Moni, 2001). All three teacher educators' pre-service training pre-dated Namibia's educational reform initiatives so occurred at a time before formative assessment was strongly emphasized. Paula in fact noted in an interview

that in her mind there are misconceptions about the modeling of formative assessment as a way of preparing student teachers at the College generally. She recommended a workshop for all teacher educators at the College to help College teacher educators towards a more shared interpretation. This sentiment was shared by Kahooli. She referred to the comments in the moderation report about poor assessment practices among the student teachers during School Based Studies (SBS) although she did suggest that teacher educators from *other* areas of specialization, and not her, were at fault here. Kaatili also expressed concerns about the moderation report, but she blamed the student teachers. This passing on of blame indicates that there is a problem and a need for someone to ensure that action is taken.

5.5 Conclusion

In presenting a summary of my findings, the first thing I want to point out is that my findings indicate that the participating teacher educators do seem to have a reasonable understanding of what formative assessment is, as well as its role in teaching and learning. All three teacher educators also appear to have some understanding of formative assessment principles and strategies and were able to show some examples of good formative assessment practices to their student teachers.

Secondly, the data presented in Chapter Four provide evidence of a mismatch between the expressed theoretical insights of the three participants in this study and their practice. The data show that there is some inconsistency in these teacher educators' implementation of formative assessment strategies, which could negatively affect the future practices of trainee teachers' own implementation of formative assessment in their classrooms. There were common problematic areas for all three teacher educators regarding the practices of formative assessment. These were planning teaching and learning activities that incorporate full formative assessment; asking questions that allowed for greater interaction between the teacher educator and the student teachers of a sort that would facilitate self assessment and peer assessment; developing criteria that matched learning outcomes; and, finally, the provision of constructive feedback.

The causes of these mismatches, inconsistencies and problematic areas could be explained by the fact that the teacher educators who participated in this study are not yet fully free of the old (summative) mentality of assessing for product rather than for both product and process. Another reason could be that some curriculum directives are not clearly spelled out, leading to possible misinterpretation of how important it is to develop a high level of ‘_literacy’ in relation to formative assessment . Thirdly, my findings seem to suggest that all three participating teacher educators recognize the challenges they face in preparing their student teachers to become effective implementers of formative assessment in their own future practice. However, all three tended to blame other stakeholders in the College community - their colleagues as well as the student teachers - rather than themselves for not managing things in an effective way.

This difficulty in preparing student teachers to effectively understand and apply formative assessment practices could be a result of the way the teacher educators were themselves trained and of their many years of (pre-reform) teaching experience. They were all trained through a teacher-centered system from which formative assessment practices were largely absent which may have affected their own ability to fully embrace new practices as well as their capacity to model such practices. They themselves explained their difficulty in implementing formative assessment in terms of lack of time, large student numbers (a teacher: student ratio of 1:90) and differing conceptions of newer assessment practices (not specifically labeled formative assessment).

These findings suggest that unless teacher educators fully understand the key principles underlying formative assessment and appropriate strategies for putting these into practice, they cannot easily prepare their student teachers for good assessment practice. If *experienced* teacher educators such as those participating in this study face such problems and challenges, how difficult must it be for their student teachers? If the products of Namibia’s colleges of education do not have expert exemplars to provide excellent guidance, it becomes less likely that *effective* formative assessment will become a reality in Namibian schools. There is a danger that the assessment practices of newly qualified teachers might remain mainly summative in nature. This could undermine the larger goal of making learning in Namibian schools truly learner-centered.

CHAPTER 6

FINAL REFLECTIONS

6.1 Introduction

This chapter concludes the study. I begin by reflecting on the rationale behind the study, which prompted me to carry it out in the first place. I then reflect on the whole process of the research, summarizing the main findings of the study, identifying some lessons learned from the process, and providing recommendations for improvement in the implementation of formative assessment principles and strategies at the college. I close with some suggestions for further research in the area of formative assessment.

6.2 Reflections on the rationale for this study

Namibia's education system has undergone major educational change, moving away from teacher-centered methods of teaching towards learner-centered ways of learning. This change has its roots in a constructivist view of learning where learning is recognized as an active, socially constructed process, requiring different assessment strategies. It required a move away from a system of mainly examinations and tests (summative ways of measuring learners' competencies) towards a greater emphasis on continuous assessment (which is formative in nature).

A number of recent studies show that teachers may have difficulty in their implementation of formative assessment (Hamukonda, 2007; Matheus, 2007). Moderation reports on Namibia's BETD pre-service programmes registered concern that student teachers found it difficult to assess learning for understanding (i.e. formative assessment) during their periods of school-based study (NIED, 2005, 2006, 2007). These reports pose a challenge to the preparation of student teachers at Namibian colleges.

As a college educator, I too have recognized, through various academic meetings with colleagues, that the assessment issue is a frequent source of concern. This prompted me to look critically at the ways and extent to which formative assessment (assessment for learning) was practiced in my college (particularly in the core subject, Education Theory and Practice). I wanted to gain insight into the perceptions of how teacher educators regard the principles and strategies of formative assessment, and how the teacher educators implemented formative assessment procedures (which would in turn influence their student teachers' future practice). I hoped this would not only enhance and deepen my own understanding of formative assessment, but also provide a platform from which to inform further good practice.

6.3 Reflection on the research experience

The use of a qualitative case study approach for my investigation of the three participating teacher educators enabled me to examine the situation in reasonable depth within a limited time-frame. I was able to explore the lived experiences of my participants. By using three main data collection strategies (interviews, observation and document analysis), which triangulated my findings, I was able to identify some commonalities, as well as inconsistencies, in the participating teacher educators' professed understandings of formative assessment. I was also able to assess what they did both in their own practice and in preparing student teachers in the area of formative assessment through concept development and modeling of effective practice.

There were some difficulties that hampered my findings. I felt that maybe if I had chosen participants from different area of specializations in the college, rather than from Education Theory and Practices only, I might have got a more diverse (maybe even better) picture of the student teachers' preparation for implementing formative assessment. It might also have been useful to include some of the student teachers in my sample to add to my insights from a different perspective. A further problem was time management. I found it difficult to observe the participants as per our pre-arranged schedule. This was a result of poor communication. I should have taken the commitments of the college lecturers' into account and planned for our meetings to be held at more convenient times. Their busy schedules affected my post observations, which

were poorly attended by the teacher educators because they had insufficient time to attend further discussions with me (after the observation and after my analysis of the data). If there had been more time for this, I might have been able to follow up on and verify other gaps in my data. Another administrative problem was the quality of the tape recorder I used during the observation time which resulted in my not being able to hear 100% clearly some of the observation recordings. Notwithstanding these difficulties, I think I was able to accomplish the goals and objectives of my study.

6.4 Summary of the main findings

The main findings are summarized as follows:

- The teacher educators investigated showed an understanding of the principles and strategies of formative assessment.
- The teacher educators found it difficult to implement some of the principles and strategies of formative assessment in their own practice.
- Different understandings and interpretations of key formative assessment principles and strategies challenged the teacher educators in terms of providing good examples for their student teachers _own understanding and implementation of formative assessment when they go out in the field.

6.5 Lessons learned

As a novice researcher in the field of education, I gained a lot in trying to understand and use the qualitative research process: how to choose participants and data collection tools; how to be cautious about issues of validity and reliability; how to respect research ethics. The issue of research ethics involves abiding by many protocols; for example, the issue of respecting the rights of others and not forcing them to participate when they were short of time. I found myself waiting for longer than I had expected to observe their classes. I learned too that decisions on

who to include in a study need special attention. If it is not done wisely, data may leave some questions unanswered. Finally, I learned also that time management when one is working full time and studying at the same time is a crucial issue. The study took much longer than I expected and I found myself unable to submit within the original time-frame.

6.6 Some recommendations for improving formative assessment practices

Based on the main findings of this study, I feel the following issues need attention if the preparation of student teachers by the college in applying formative assessment principles and strategies is to be more effective:

- Staff development workshops in the area of formative assessment for teacher educators should be done on a regular basis so that they can develop a common and deeper understanding of the key principles and strategies for formative assessment.
- The college needs to consider reducing the number of students allocated per teacher educator. Currently, teacher educators find it difficult to implement the principles and strategies of formative assessment when they have 90 or more student teachers in their care.
- Formative assessment should be made an integral part of initial planning.

6.7 Possibilities for future research

Based on a critical analysis of my main research findings, I feel that future research could focus on:

- An action research study, which will encourage teacher educators to look at their own practice of formative assessment
- A cross-department study, which includes teacher educators from different subject areas to see to how the implementation of formative assessment in the college

varies from one department to another, and to try to gauge ways of making it more uniformly effective

- A study involving student teachers from various subject areas to see to what extent the implementation of formative assessment in the college impacts on the effectiveness of their subsequent assessment practice.

6.8 In conclusion

Research shows that if formative assessment is done effectively it can enhance learning. It must therefore be taken very seriously in teacher education programs. The thorough implementation of, and preparation of student teachers for, formative assessment must include the modeling of good practice by teacher educators. Teacher educators can only model well if they themselves have a thorough and deep understanding of formative assessment principles and strategies.

It is hoped that the lessons learned from this study will make a contribution towards the improvement of formative assessment practices amongst Namibian teachers.

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APPENDICES

APPENDIX 1: Permission letter

APPENDICES

APPENDIX 1: Permission letter

To: Rector

Approval Granted

09/10/2008

Private Bag

Oshakati Namibia

27 February 2008

Private Bag
Oshakati
Namibia

Re: Request for permission to do a research

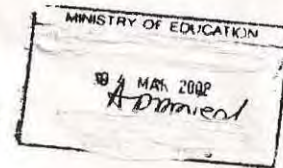
I am a registered Masters of Education student at Rhodes University. The requirement of the degree necessitates my involvement in the college institutions, where I intended to interview teacher educators and do classroom observations.

I therefore, hereby requesting for permission to have access to do research on the topic: Investigation of the teacher educators' perceptions and implementations of formative assessment in one of the Colleges of Education in Namibia. I will bind myself to the ethical research policy and the principles of confidentiality regarding the publication of results.

Thank you very much in advance
Yours sincerely

Otilie lileka

*Approval granted to
do research on the College
as stated in*



APPENDIX 2: Consent Letter

I..... hereby agreed to participate in a case study

research that will be done by Otilie Iileka in the College. I understand she will be enquiring about my perceptions, practices and preparation of student teachers on formative assessment. She will also observe me teaching. I understand that the interview and the lesson observations will be tape-recorded and the transcriptions will be made, which will be used for the final report. I am also being assured for confidentiality of the interviewee's identity.

Signed by Date.....

APPENDIX 3: Interview Guide

Site: Oshana College of Education

Interviewer: Otilie Iileka

Question 1

From your own experience in teaching, could you please explain how you understand the issue of formative assessment in teaching and learning?

Question 2

It is generally believed that formative assessment is the best form of assessment in teaching and learning with understanding. What are your views about this claim?

Question 3

How is the implementation and practice of formative assessment in the college?

Question 4 In which way do you prepare your students teacher for the better implementation of this formative assessment in their teaching?

Question 5 Could you please talk about how you see the adequacy of the College of Education in addressing formative assessment?

Question 6 Are there challenges experienced in the induction of student teachers, with regards to formative assessment?

APPENDIX 4: Interview transcripts

Appendix 4.1: Interview transcript for Kahooli

NB. Pseudonyms were used for the sake of anonymity.

Date 16 April 2008

Duration 60min

Interviewer Otilie

Interviewee Kahooli

Otilie First of all before we start maybe you have to sign this form for me. It is a consent form to give consent that you agree to participate in the interview and also that...

Kahooli Later, because...

Otilie Later? Okay, the issue is surrounding the formative assessment in teaching and learning. Formative assessment....

Kahooli (Kahooli get in before I finish with the question) Formative assessment is when we assess learners regularly, so that we can inform them about how they are doing and for us teachers it inform us how our teaching and learning is going on, so it is contently informing us and the learners themselves about how they doing and for the teachers to know whether their teaching and learning is effective or not

Otilie How they doing... Throughout?

Kahooli Yes! and then also the teacher will be informed about how his teaching and learning is effective or does she have to repeat some sections or give picture of what is happening, how the students / learners progressing.

Otilie Progressing of the learners, okay... Let we move to question no.2 that it is generally believed that formative assessment is the best form of assessment of teaching and learning with understanding. What are your views about this claim?

Kahooli Here I think it is true, because, this is something that continuously done, it is not like summative assessment that is done at the end of the term or year. it is formative assessment , it is continuous, I can get a good picture of each topic I am going through how do my learners understand the different issues concerning the topic that I am teaching. It is always gives them and myself feedback.

Otilie Feedback? Oo...!

Kahooli Feedback, so because of that it is very important to me and to the... learners, themselves they understand.

Otilie This feedback is mostly about what?

Kahooli Feedback... when I assess them, maybe through asking questions or through something they must do and through doing that, they provide feedback for me, it give me ... whether they understand the group work properly when they are reporting back, or may be my instructions were not clear or...How is... I always ask for feedback.

Otilie How is this formative assessment_s implementation in the College?

Kahooli I found it useful, because, as I said... even because it I part in ETP, we teach them lesson planning and that assessment goes hand in hand with the lesson objectives ,mmm ...(thinking) yes and activities what we give so, I try to make sure that I... affective this, so that they can also learn from my examples,

Otilie Okay...learn from your...?

Kahooli I try that to tell them that objectives and activities there is a link between them .So, I try to show it through the practice.

Otilie And this is how you do it with your student teachers. When it come to the preparations of your student teachers also to for them to implement this, to practice this in their teaching?

Kahooli As I said, one of the topics in ETP is lesson plan. So, we have many discussions on that. That how ... We try to bring to their attention that within a period we can also assess whether the objectives are achieved or not and that is very important, because it will bring to their attention that how do we know whether may objectives has been achieved or not.

Otilie Actually I want to look at that one of your roles here is to induct them to practice formative assessment. In which way do you induct them to practice formative assessment?

Kahooli Mh,mh,(nodding her head showing that she do understand what I was saying) Like in ETP 1, I ask them to write a lesson plan, have discussion on that, class discussions. First individually, sometimes pairs and then we look at some of these lesson plans, so that everybody can see, and then because I give the example of my lesson plan and then I say , look my objectives were not only for you to know how to write a lesson plan, but also to know the component of the lesson plan. I give them things to do and I bring to their attention that is it how...Like in one of the period I was able to ask them to write a lesson plan and even provide feedback within the period, so that it is possible to at ... teachers.

Otilie You mean, you...?

Kahooli (Coming in immediately) I teach them and, yes but they also do it, I assess them They also do it yes, it is through actions, not a talking not theoretical at all, but It is heheel!(laughing) combined with practice and providing feedback so that everything that they do they also do. And to bring to their attention that in their lesson plan, have they thought about how do you assess them how do you know that the objectives have been achieved? So you make a link between those... each component of the lesson plan.

Otilie Okay, In general, how do you see the adequacy of the College in general in promoting the... I am talking formative assessment?

Kahooli At the College, I am not ...We are mostly in...ETP. So I cannot say how we find out about others. In ETP, year 2 they are supposed to do micro teaching and I know in our department that like students have to do micro teaching and therefore that is one way of ensuring that it has been done in our department.

Otilie When it come to curriculum level? Is this part of formative assessment also part of your?

Kahooli Yes, it is part of ETP.....

Otilie And the ...the probably this is the last question. When you are preparing your student teachers for formative assessment, are there challenges?

Kahooli Not if I have prepared in advance. Challenges come when one is not prepared. When the lecturer knows what am I going to teach? What are the objectives that they want to achieve? They think about that and then I think about also the activities to reach my objectives and then I think, okay how would I accept that? So, I try to link (*Ya*) If I think about these angles... when I go to classroom, there will be no problem. Challenges are when they unable for example to understand my instructions or I have to give them more examples or something like that, but if it has been thought careful before going to the class

Otilie From the learners' side, when they are for example in SBS?

Kahooli About formative assessment? Actually I was reading the report from the moderation team. And most of them are said that, Okay I was looking from different departments, but I do not remember which department. I was reading from different departmental report and also ETP is part off They are saying that students knows how to assess within the classroom, but some have difficulties when they give the activities they do not how to handle it, but from the

moderation I understood that students know the importance of assessment within the period, except some of them are making comments that there are cases that students only ask questions that (ask questions)? Like as part of assessment assess at the end of the lessons, but it depends very much on the different subject areas and how much they have.

Otilie What do you think maybe is the course that different subjects have...

Kahooli I am not sure, but at ETP, we are trying our best, but I know ETP is like general and so we do not know different departments how do they handle the specific ways of assessing. When I read this moderation report they keep on saying that most of the students they ask questions, they used questions and answering methods, but they other forms of assessment, I do not know whether they practice that (*mmh*) Like for example in Agriculture, example..... (*mh*).. those are specific why do not they take it out maybe theoretically they understand to put them into practice

Otilie What should be done?

Kahooli I can say that Subject area. I am not sure whether they show. Subject area can exercise more clearly and give links

Otilie ...

Kahooli Which is true, yes? What about other activities?

APPENDIX 4.2: Interview transcript for Kaatili

Date: 17 April 2008

Duration: +- 60 min

Interviewee: Kaatili

Interviewer: Otilie

Otilie: The issue is that I want to get information is formative assessment mm. From your own experiences in teaching, could you please explain how do you understand the issue of formative assessment in teaching and learning?

Kaatili: Okay, I understand mmm... (thinking more) this form formative assessment in teaching and learning as a process of judging whether the students mm have reached the competencies and whether they are making progress, what are the weaknesses mm which they encounter during my teaching so that I can make some improvements.

Otilie: Okay, so it is more on....?

Kaatili: Judging the learners, the student teachers_ performances...towards the objective of the lesson given every day.

Otilie: Okay, and the other question number 2 is, some people are claiming that formative assessment is the best form of assessment in teaching and learning with understanding, what are your views about this claim?

Kaatili: Yes, I agree with that statement, because it is only when you assess learners in this kind you could be able to find out, how far, or how much a learner has understood the content although that it is not always that formative assessment mm provides the necessary information, but in this case formative assessment is also important

to provide information to the teacher educator to understand how the student teachers have understood what is being taught every day.

Ottilie Okay, the other question is, how is the implementation and practice of formative assessment here in this college? I mean how do you do it? What are the strategies you use to practice formative assessment and probably when do you use this one?

Kaatili Okay usually what we do, we give this kind of assessment mmm...(thinking) after a topic has been completed. Okay that can be after a week, or after some days or sometimes we even feel that this topic is very important for them, to be assessed as soon as possible before they move ahead to another topic. And the strategies we use to assess the student teachers especially in ETP, mm to me in particular I include things like tests to be written at the end of the topic, I also use assignments, which are mm you know, marked and recorded. And I give feedback afterwards, just for them to know that here they did well, here they did not do well, and also for me mm as a teacher educator to see to it that which issues are not properly taught, so that I can re-teach them again, for them to understand them better mm and then at the so mm end of the year, which I think is according to the college policy, according to the college policy, they are given an exam for all the issues or for all the topics which has been taught throughout the year, for us to check whether these student teachers has grasped mm everything that has been taught to them throughout the year, and that will give us a chance also to improve on our teaching practices and strategies for the next years to come.

Ottilie For the part of the feedback here, in which way you do you give feedback to your student teachers?

Kaatili Okay, what I do is that after I have marked their test papers or their assignments, a..., I always give them back so that we discuss, which type of questions were or assessed to be posing some difficulties to them, you know or which type of questions were not so clear perhaps, when they were answering those questions and to me as a teacher educator , will also give me a chance to see how I could change the questions in the future to make them more clearer to the student

teachers, because sometimes student teachers also mmm... could also misunderstand mmm... questions depending on how these questions were asked. They give me a way to improve on my skills of asking...

Otilie Lets move to another question, number 4, that while you are also teaching your students and assessing them, with all the strategies that you have told me now, I understand that one of your roles here is also to prepare them, to induct them, to this part of how they are going to use formative assessment in their teaching after they have completed here or their course, um..., how do you do this?

Kaatili Induct them thorough induction I do, I do tell them that assessment mm In schools for example because for them they are not going to perhaps, they are not going to use the same assessment the same way we do here, but I do tell them that assessment in school could be done differently perhaps through mm what I tell them although this topic is not yet reached it yet

Otilie What do you used to do?

Kaatili However what we do is to tell them about the symbols being taught. I mean the symbol that can be given to a learner who has acquired certain criteria like A,B,C,D or even to also to have some things to look at, what are the things they usually should look at when they are setting questions for the assessment process, how they should be recorded and also to make sure that they give fair comments to learners where they are needed, it is not just to say you know something which is contrary to what...

Otilie Is supposed to be done.

Kaatili To be done. This is what we tell them just to be to be fair to every student.

Otilie Look at all the procedures?

Kaatili Yes

Otilie Probably the outline in the syllabus?

Kaatili Yes

Kaatili Do you also give them some practical things to do?

Kaatili Mmmm...(giving thought to what she wants to say) Well not really quite sure, when it comes to, to practical as sometimes we do not get really the actual what...

Otilie Picture?

Kaatili Actually, picture or the actual topics or the actual test papers from schools to bring to them to see how the questions are set for them to see, we are just giving them theoretical knowledge about understanding how assessment could be done, mmm... but with recording of marks, yes there we do give them practical for example giving them scenarios meaning a situation whereby I give a story and then I say could you determine how much marks you could give to each learner and probably what type of feedback you can give. And sometimes they could even practise these amongst themselves, that, If this was needed, what do I do?, What type of comments?, or - you know - , How will I assist a learner with these difficulties?, and so on.

Otilie Is this what we call micro-teaching?

Kaatili Yes, Micro-teaching of course.

Otilie And with the SBS?

Kaatili Even during assessment, because there is that topic which we call assessment in ETP, some of these practical come in for example whereby we set some, questions, just not really based on what is being taught in schools, but I can always come up with some things then I know the practice and different kinds of assessment ways of grading learners. During SBS, we give comments to the students where they should improve, and were they have done very well, to keep it up and even if the student for example is making improvement, I encourage that student to continue doing their best depending on what I have observed and I always discuss this with him or her.

Ottilie Okay, again during SBS, when for example you are observing them, how do you see them implementing formative assessment?

Kaatili Mmm..., well if I do understand the question very well, what I usually use is how they mark the learners' books, for example they give tests to their learners, how do they do it, whether they also prepare memorandums for the tests they give to their learners, and even sometimes, I have been attending observations, whereby some of our student teachers give feedback to their learners, you know...

Ottilie When they are given feedback

Kaatili When they are given feedback concerning the tests they have written, and also when they are telling them which things were wrong and which things were done very well and even some of these students even give extra help or give extra, not really extra tests but they give if a learner has failed for example a test they give some additional work or assignments just to compensate just to make sure so that the learner comes to the same standards as others, to understand the same topic. However that is done after lessons.

Ottilie Okay, when you are preparing them, especially when you are preparing them and also mm giving observation at school, during SBS time, are there challenges maybe in the implementation and also in the preparation of how to implement formative assessment?

Kaatili Challenges I have seen I think from times, is lack of time for them to be critically analyzing all the problems that are being faced by their learners. Ya,(yes) and to give appropriate comments to every aspect done by each learner as we know that some of the classes are having so many learners, ya(yes) ... some of our student teacher find it time consuming to read and analyze every problem, have been said by every learner, however they do it sometimes, u find them doing most of the mistakes done at last without really going to every individual learner.

Ottilie According to their needs especial the issue when they are giving feedback and the issue of questioning?

Kaatili The issue of questioning, putting up very clear, it is also sometimes a problem, you find that some questions of course could perhaps have to do with the English language and sometimes also, aa... some of the student teachers they might know the English very well and perhaps they do not realize that the grades of the learners, they tend to forget that they are dealing with the learners who need the simple language to be used.

(After Kaatili's explanation of the issue of questioning the interviewer thanked Kaatili for her time and contributions made to the discussions).

APPENDIX 4.3: Interview transcript for Paula

Date: 18.April 2008

Duration: +- 90 min

Interviewee: (Paula)

Interviewer: Otilie.

Otilie: How long you have been teaching here?

Paula : Over a period of 20 years now.

Otilie: 20 years

Paula: You can put exactly 23 years.

Otilie : Ooo..... 23 years ?

Paula : Yes.

Otilie: Which subject are you teaching?

Paula : ETP, which is an integration of different discipline of education and also the foundation of education Psychology and sociology are now integrating.

Otilie: From your experiences, how do you understand the concept formative assessment?

Paula: Okay, the concept formative assessment? Okay, I know that people use to link formative assessment to an ongoing type of assessment, but I want to focus on , you know , the purpose of assessment.

Otilie: Okay, you want to focus on the purpose?

Paula: The purpose of assessment. Why I focus on the purpose is to indicate that formative assessment is putting emphasis on using the feedback or using the data one has obtained either , you know through oral questions or written questions , to bring improvement to your , to the teaching and learning process and to bring

improvement to your teaching and learning activities, to your methods, to your teaching aids, in other words the concept itself formative , has been brought on table to enable educational practitioners to use assessment information , you know, to make their teaching better and also to use assessment information to provide the required assistance to learners , to make use of assessment information to improve the , you know the learning outcome.

So, that , you know, for using assessment for formative purposes, so it is an opposite of using assessment for summative purposes. For summative purposes is only to use these data to aggregate these data, to get a grade, to decide on promotion of a learner, and to complete the progress report, that is when we assess for summative reasons, but for formative reasons, that is when we are looking at data and see , what will I do next, how will I do it, you know, the other concept of compensatory education and enrichment program and you know remedial education, they are always linked to the purpose when assessment is for formative.

Otilie: The second question is that it is generally believed that formative assessment is the best way for teaching and learning with understanding, what are your views about this claim?

Paula: I do agree with that, you know using assessment for formative will generally improve teaching? I do support that, because if you know , one looked at the answers given orally or through the.. You know, class activities or homework activities, that you usually give to your learners and you analyze how the nature of the , how much was given and how did you expect and you see that gap, and this gap that you see, you know will enable you to see whether was it a problem with my methods, Was it a problem with my activities, was it on the side of the learners, in other words you are now going to decide (you know) , on these information what is the next step, I think that is in itself formative is a very important aspect in teaching and learning and should

Otilie: And here in the College, how do you implement this formative assessment when you are teaching your students?

Paula: Okay, the implementation part? How do I implement formative assessment when I teach? So, when I, you know present my lesson , I mean, collection of data is being done through different methods, like you observe your learners' answers, you observe what they do when you give them a task in classroom. So you see the nature of (you know) the results , looking their tasks, the answers they got. So., I have detected that there is misconception on something; you know there is a kind of insufficient information on something. So, in other words I would like to use this information and say. Do I need to bring them additional materials, what is that I want them to do with additional material? And then later on I will also assess them to see whether their understanding and misconception has changed, which means I have used the information to suggest the further action, and then take the further action, and I assess again and I see whether the level of understanding is the same as before. So , in other words.....

Otilie Yes, that is how you implement formative assessment in your teaching?

Paula That is one aspect. I also train my students how to implement.

Otilie That was also another question, but you can continue.

Paula Oo.. the question was , how do you prepare your students teachers too...Okay, in ETP, assessment is a very broad topic on its own. (You know), first you start developing understanding of concepts first; they have to understand what it is. So, they have to understand what it is, in other words you have to start from where you are trying to explain different concepts in assessment and evaluation.

Secondly, you know they do micro teaching. You want now to see whether they can use assessment to take note of gaps in the teaching and learning. I make them analyze the answers they receive, I make them to analyze the tasks they have given others, you know, in other words, and what is that they expected and they did not see it in the task, you know, *if* they give classroom task during micro

teaching I have to ask them questions to reflect on so how did you want it, and how did you get it , did you get what you wanted? And so, what is the problem that you could , learners could not do what you wanted/ what is the best way you are trying to encourage the students to look at assessment in order to improve his side and also the side of the learners

Otilie: Sides of the learners? Mostly self assessment?

Paula: That now is another way of doing it during micro teaching and during the SBS.

Otilie: Okay.

Paula: The other aspect of formative assessment that students were lacking behind is the recording. Usually, we do not keep the record of formative assessment . So, the class activities, we just either mark them or leave them there and we do not record them. Keeping a record is one aspect is what I am always emphasizing, so that when you keep record at home or on your own time at the hostel, (ya,..) , you go through them and find reasons why this performance is poor and why this one is not and so on, and that in itself will tell you how many poor performance you talking about and what is the next step. This is the way of keeping record so that you can analyze the record and then you decide should I go to the next topic or should I need to stop for a while and plan something, because I am not satisfied by the performance. So, then you plan the teaching on that.

The other aspect that I feel I am not implementing, and not only me but it is generally observed that we are not implementing that aspect of formative assessment. So many cases, we use to refer our students to the APC. Okay..., (referrals that we write).

Otilie: What is this APC?

Paula: The committee, that looks into the students grading on a term basis students with incomplete, students who are having academic learning difficulties. We refer them and indicate that the student has compensated twice, but so, what happened before the compensatory task is not clear. Whether there was a type of engagement

whereby the lecturer use information to bring improvement, that aspect was not been clear all the time, that means tutorial as it stands in assessment policy is supposed to be a strong aspect, that support formative assessment in the College, but I do not know how far , to what an extent , that aspect.

Otilie: Ya.., do you think that it is a challenge here in the College?

Paula: Yes, I think it is a challenge. Okay, and if you think about compensatory task. Now we do compensatory tasks, but do we do remedial teaching before we give the compensatory task?

Otilie: (Ohoo!...),What do you think is the cause of maybe that you are not able to give remedial teaching?

Paula: I think the cause is the misconception of what formative assessment. So, in other words, if we confine formative assessment to ongoing (*to that word*), ongoing, we will be satisfied that we have assessment in our lessons at integral part of teaching, ongoing, ...ongoing, but if we are not looking at the word in terms of the purpose that its serve, we may have an accumulation of ongoing activities that serve no purpose. (Okay...), Right ! Which is not going to make it different the concept summative .

Otilie (Ohooo!...).How do you think maybe the misconception here can be addressed?

Paula I think, so the misconception can be addressed... mmm ...is a language issue, because if people can understand that you know, the topic assessment has brought all these different vocabulary, but they were trying to help us to change our way of using assessment information. So , the vocabulary might be many , as we can look at the word diagnostic assessment is to try to look at different elements and try to put them together, , what does all these together, what does it means ? So many times they looked and feel that they stand isolated from one another. (Ya..., (Okay), which means, assessment that is formative is also diagnostic. (Ya...), but when people look at these words, they treat them in isolation , they might be so many words, but only few got differences. (You know), these are mutual

supportive to make the picture more meaningful. That is what the way people understand it. I think, the more word the more different from one another. They are always looking for differences.

Otilie: How maybe we can bring all these understanding of misconception together?

Paula: We must be practical in our sharing of meanings. Practical I feel like if I have to indicate to a colleague, that you know , summative task, let's say a test that is different from the classroom activity , because it is formal assessment in a way that time was scheduled apart from the teaching , from the test you can analyze the errors, mistakes then you know , lack of knowledge and lack of skills and from here you can still do something concerning your own teaching objectives, depending on you know , the topics that you have covered, in the test and which topic has scored more and which topic scores less. You can also look at this information and try to see which topic do you need to revise, in other words you can also use this kind of summative to inform a change. It is not only those you must use those one used in the classroom only, it is about the purpose, how assessment is used. When we give this example, which is a test is just a test and you are done. We can use both for formative

Otilie: Now since it is like that, I do not know whether it is it is a problem to everybody, how do you ...I do not know whether we are using those information for compensatory tasks etc., etc, etc, it is a concern....

Paula : Mm? (asking as she was not clear on what I said).

Otilie: My question is again , if it is a concern now in the College, I do not know, whether it is for everybody or it is only for some few individuals, I do not know,. If it is a concern, how do you think about it as a college can do to have a common understanding of this?

Paula : Common understanding? Those are the things that we can include now in our CPD. Ya! (emphasizing her point full of hope and self confident)

Otilie: What is CPD?

Paula: Staff development-----hee (laughing)----. Is ayou see, you know, these are activities scheduled for teachers you know educators you know... to have workshops.

Otilie: Mmh (confirming that it is clear to me)

Paula: Either including external, people or among themselves. We can decide it to be a CPD activity and it is now up to the, you know teachers whether they want somebody from outside or from inside. We have CPD template, that is a plan where we forward those items (for professional) – for professional

Otilie: Okay-Okay..., do you think that maybe, through workshops, internal or external, may be these things can be brought in?

Paula: The workshops should be practical that, okay, we might bring all different assessment we might have conducted in different subjects we teach in the BETD, and some of these might be test. We also have examinations, in other words, if we could , like for example you bring the sample of classroom activities, and a sample for answers scripts for examinations ,example deliberately for that workshops, then you make people to analyze , you know, where the problem , where there are differences, how could this be improved ? You are making them to see that what is important here is to use the information from assessment , both the long term one and the short term ones to bring changes and then that in itself is formative.

Otilie: Okay, thank you Mrs. , unless you have something to add...?

Paula: I really enjoyed, I think, this is a very good topic and crucial by those who are steering Namibian Education system, I know the reason why it took our policy makers some pains, even to add some words like more structured, less structured, to bring more language on it, ya... bringing more language on it as an effort to help people to understand. I know why they have indicated on each subject, you know recording sheets, where they have indicated less structured, more structured.

I do not know whether the people see what the policy makers want them to see the important of recording, not only those that add to a grade, but also those one do not add to the grade, because even those one that do not add to a grade they add to your picture to see things and to do things , do something about them, even those one that add to a grade you might not also try to construct a picture and do something about it , ya..., not only grades alone.

Otilie: And maybe the students want also to understand why they have those grades?

Paula: And feedback, I am talking about feedback, that feedback is very important in formative assessment, not only feedback towards yourself; it is feedback to your learners as well. What is that they are looking, ya.. Why is it not that? Ya, because, you have to do something, She has to do something, ya, she has to do something, when she knows, it is very important that you brought up that feedback. The feedback that we are talking about for formative assessment, it is not only important for the teacher educator, but it is also important to the learners or students, and that in itself is also formative How much are we giving feedback? You know. That is another thing. How much do we give feedback? I do give feedback to my students, on some of the issues that are general to them, but what I am not practicing, I said, I can say I did not find time and I should find time, to give individual feedback and those individual feedback in many cases are suitable to be given in one to one relationship, when you are dealing with one learner and you want to invite this learner and to discuss with this learner about his paper.

Otilie: Why do you think, that you do not have time too...?

Paula : The thing is the opportunity , the conducive environment for individual feedback, I think it is not in the classroom. I feel it is outside the classroom, where you can say , you know Otilie if you have time to deal with them according to their individual needs , not really in the class , perhaps they seems , you are exposing them. In most cases I am not doing that. One reason might be you know that the

office I am having, you see responsibilities if the time we have created for tutorial can work; I think I can do more.

(The interviewer thanks the interviewee for the time and contributions made to the topic)

APPENDIX 5: Observation sheet

Observer:

Observant:

Date:

Focus of observation: Strategies for formative assessment used during the lesson

Teacher's use of formative assessment strategies	Evidence	Comments/suggestions

APPENDIX: 6 Samples of the participating teacher educators' observation transcripts

Appendix 6.1 Observation transcript No. 2 for Kahooli

Date: 1 July 2008

Observer: Otilie

Observant: Kahooli

Duration: 120 minute

(Kahooli started this lesson by talking about what they are going to deal with it that day).

Kahooli Now, We continue. We know that lesson planning, and yesterday asked you in groups to select a subject, a topic in your subject and then to form up a lesson plan and you also teaching it, that will take some time, it will be ready on Friday ne?

Student ...

Kahooli So, we realized that when it come to lesson planning, learning objectives and content are very important. The content of the syllabus and the teacher's objectives should be very clear, this is because to have a conducive plan, so that by the end of our plan our learners are good at learning something.

Student ...

Kahooli What is learning, in general? When you think, when we are talking about learning, what is it? Learning, learning, learning, what is it?

Student Maybe a way of knowing things,

Kahooli Mmmm..., the way of knowing things, what else? Anybody else who want to try, Yes!

Student I think learning is that...

Kahooli Okay . Good. Any other?

Student Acquiring knowledge.

Student: Accommodating...

Kahooli Very good, you are... you are talking the language of ETP, hahaha (laughing)
yes!

Student ...

Kahooli Sorry!

Student Study of something

Kahooli Learning is in other words acquiring knew not only knowledge, but also skills,
and attitudes, right! So when we talk about learning it is not only to learn
something about knowledge, but maybe learning new skills and a new attitude.
Let us look at the syllabi of different subject areas and you will see that it is a
combination, and look at the syllabi it is a combination of and set up knowledge,
concepts and set up of skills and also a number of attitudes that learners have to
learn. So, in other words when we are talking about objectives we have to
.....not only for the knowledge, but we are also catering for skills and
attitudes. Now I am going to talk about 3H. Have you heard about three Hs? 3H
what is the three Hs?

Okay! Head, heart and hand. 3H. Head is about knowledge. Heart is about what
attitude, things we like and we do not like. Hand is for skills. 3H. in other words ,
we have cognitive learning or heart, we have affective is heart, and then we
have... and hand ...we have that we call 3H. When we are teaching our
learners, we have to think what are the concepts , what types of the attitudes...,
what are some of the skills that the learners needs to have. Maybe ... syllabus you
can see that is a combination of these different kinds of learning. when we are
writing objectives we need to write clear objectives. Maybe I gave you handouts,
whereby you BETD is about sharing. We are sharing material.

(Distributing the material)

Student ...

Kahooli Let we look at this handouts, how to write clear learning objectives. Can you see at that one? Okay.

Who can read for us?

Student Readings....

Kahooli Okay, yes continue!

Student Continue reading.....

Kahooli So, people we said the learning objectives do not only include not only content, but skills, concepts, value and attitude that have to be developed. Three questions Very important, that what are Look at that Action verbs,.... A lot of action verbs... again cognitive affective... Bloom's taxonomy.

Student So it means.....

Kahooli That Cognitive, affective and Bloom s taxonomy

Who is reading for us beginning...?

Student Readings.....

Kahooli Bloom's taxonomy in a number of educative

Educative ... decided to sacrifice ... so that ... able to write objectives according to cognitive development, knowledge, comprehension, analysis, application, synthesis and evaluation Could anybody read for us knowledge which is a first taxonomy. Okay, yes! Knowledge.

Student Reading.....

Kahooli So, according to Bloom's taxonomy , they find that going from the easiest to the more difficult.... At the knowledge levels, some of just asking... you just what your learners to know certain facts, so you ask them even.... Then you write

objectives. You are only looking for information that is... for recall or remembered by the learners; knowledge is only remembering the facts. What was the certain fact in the lesson?

Student Reading

Kahooli So, you see going from simple to more complex. Knowledge is not only remember or recalls facts.... If you have understood something, you will suppose to be able to explain. How can you explain something? Only if you have understand. For example you explain or summarizing something
or ...just memorization. The next is application, Okay, application.

Student Readings

Kahooli So, application as the name applies. If you understand something, you are able to apply it...Okay, next, analysis!

Student Readings

Kahooli Okay, now in analysis, we are looking at higher level of thinking, distinguishes....

Student Readings....

Kahooli Explain about synthesis....

Student Readings

Kahooli Explain about evaluation, and later asks the student to continue reading

Student Readings

Kahooli Explain

Student continue reading....

Kahooli Explaining again....

(After the readings and explanation of the concepts of Bloom's taxonomy, the student teachers were asked to formulate the objectives of the lessons based on Bloom's taxonomy levels of understanding in groups of five each. This was later followed by groups reporting on their work).

xxx

Kahooli Can we look at the example of application. According to Bloom's taxonomy this is the third level. It is more advanced than knowledge and comprehension. If you have understood something, you should be able to provide an example to show example that you have understood it. Let see ! By the end of the lesson learners should be able to demonstrate self and cross pollination

Students Giggles and laughing at the example given.

Kahooli Is that correct? If you understood you should be able to demonstrate. She have to put.... Okay, was demonstrate correct word? You need....

Student You should....

Kahooli Mmm... , how can you demonstrate? Is demonstrate a correct word? People to demonstrate self ... and how to.... How do you demonstrate? He wanted to illustrate maybe, illustrate means to draw something, but demonstrate is more on to show. Do you illustrate or do you demonstrate? (ya), demonstrate?

Kahooli But I am saying when you are showing about... do you illustrating or show? But you wanted even showing. Are we together? Okay the next one. Application, mmm... at the end of the lesson learners should be able to apply and use the tense in their everyday interaction.

Students (Talking at the same time).

Kahooli Okay, It is not too generalize?

Student Ya...!

Kahooli That you are saying that it is that apply to everyday? At the end... use past tense in four sentences. Very clear? It is too broad my dear. Application, so you can say

to apply into past tense or present tense or future tense in five sentences. Are we together? Is that correct? It is too broad. Okay! By the end of the lesson learners are able to demonstrate how animals survive in various ecosystems. The animal to demonstrate?

Students Oh , no (Aaawe!)

Kahooli Learners to demonstrate how animal survive in various ecosystem?

Students: Ooh...! How?

Kahooli Demonstrate or illustrate again? Illustrate. If they say illustrate could be more useful. Okay, okay, okay!

Student Wrong application.

Kahooli Maybe, something that m... even ... if you say demonstrate how animal... If you say that, what is that according to Bloom's taxonomy?

Students (talking, talking and noising).

Kahooli It is correct, If they say application, they have understood they are able to illustrate it. Is correct, is correct.

Students Ohoo! Ohoo! (in chorus).

Kahooli Okay, any example from somebody ... example of application? Yes can I get from you? Give what example you have for application.

Student Learn should be able to...

Kahooli Learners should be able to draw the particle of...., good! Is that clear? If they understood, they will be able to... Right! Any example? Any other example? Are you satisfied? Yes, okay...

Student Learners.....

Kahooli Aa,,,! Good... You want to give another example? Oh!

Student Learners ...

Kahooli Such as soil, okay good! Let's move to next one. Who did not get chance? Who else did not write? Yes, Evelina, come! Angelina, come! Mm... okay.... Analysis higher, higher level again.

Students (Talking taking and noising as some do not want to give examples).

Kahooli People, yes, yes okay, people, whatever. Try ... opportunity come and do it.

Students Why the...?

Kahooli Mmm..., stop, stop, hurry, and hurry! (Telling them to stop talking and do the reporting as soon as possible)

Student ...

Kahooli Yes, finish?

Student Yes

Kahooli Okay, Can we pay attention to the chalkboard? (The teacher educator clap hands to stop noise) Analysis: By the end of the lesson you should be able to categorize different food into the nutrients they contain. Okay! (Read the sentence) Because analysis it is when we have to find meaning in things, so you have to break down something into groups. So does that make sense? They should be able to categorize different foods into the nutrients they contain.

Students So how can, how can, okay , categorize the food in what they, what they contain, The major or the micro.

Kahooli Aaha!

Student

Kahooli Okay! For example what do you want to say like you have a group of

food, the number of food and then you want by the end of the lesson, the learners to look at this list of food, than you got for example an apple, cheese... It's contain....

Student It_s contain hydrate...

Kahooli Aha! This are the... it is containing of , aha! Categorize is to be able to distinguish protein from vitamin and from ... You get the point?

Student Yaa...!

Kahooli So, let's... categorize do require you to have understood and now put them in right place, okay it is correct. Now this one... Compare different important of Agriculture?

Students: (many students react at the same time in a criticized way.)

Kahooli Okay! People you are not attacking anybody, aaa!aaaa..., we are learning right , no, no no, no, no, no...! Okay what is wrong with that? Because she said compare the importance, to come up with the action verb, we need the context that we can using. Is that context correct? Compare different importance of Agriculture.

Students (Talking at the same time)

Kahooli You are not in the church! Shhh...!

Student By the end of the lesson you should be able to compare the importance of Agriculture into category, according to the....

Students A...noising) That is for grade 12, Right?

Kahooli A..., I think the A..., dear time is gone... you have to practice more. People, can anybody help here? It is about agriculture. A..., Instead of categorize can anybody make it At the end of the lesson then she will be able to compare, maybe how many different types of Agriculture do we have? Maybe they should compare sustainable, if ... do you get the point?

Student Yaa! (Talking at the same time)

Kahooli Yes! Or?

Student Should be able to compare (talking at the same time)

Kahooli Aha! Are we together? Than we should be able to compare....

Student Yah... for first time, yes. (Reacting negatively to the example given)

Kahooli Ahaa...! You are student, we are teachers. We are not criticizing you. Compare two different types of farming, agriculture, substances and...

Student Commercial

Kahooli Is she right?

.Student Ya...!

Kahooli A! Okay there you have examples.

Student Uuuuu...(Reacting again negatively)

Kahooli Categorize all different, all different types of pollination...?

Student How can you categorize, then how can you categorize...?

Kahooli It does not make sense. People! Aaa..., okay make it ...!) Okay compare the different types of pollination, that's all.

Student Ya...!

Kahooli Okay !

Student How can you compare pollination?

Kahooli Okay... to compare the different types of pollination for that they have analyzed. Is...

Student ...

Kahooli Yes, okay and the last one. Is this for me...?

Student What?

Kahooli That all you say, by the end of the lesson, the learners should be able to compare the different... the different....

Student The different between, the different between the three features of government.

Students (Talking at the same time...).

Kahooli Is it okay? Yes! You are....we are asking the learners to compare the different systems. Okay, good, hurry up people, who are about to come for presenting. Presentation time is starting....

Student From...

Kahooli ...

Student ...

Kahooli Ahaa...! No!

Students Making noise

Kahooli People aha, no, is what? Have you given your topic a...? We are talking of creative thinking. We are asking students to think creatively, Yes, can you... for us?

Student Ours goes like, by the end of the lesson, learners are able to....

Kahooli Did you hear?

Student Not clear.

Kahooli I did not hear! What ?

Student If you are criticizing, come out.

Kahooli You are abusing the word hydroxide... You have it in the wrong context, but Grade seven they know that the colour green is.... Ah... you want to give yours?

Student Mrs, Can I ask you? Mrs, can I ask you a question? (Students were making noise).

Kahooli Yes, you can.

Students (Again making noise).

Kahooli (clapping hands to minimize the noises from the student's side)

Student ...

Kahooli ...

Student ...

Kahooli Ah! Everybody have the right to ... now everybody is trying to.... Okay, thanks good! I finish a..., no thanks for a... analysis, not analysis anymore. This is what? Okay by the end of the lesson they should be able to create sentences using tenses. Okay, creating using different future tenses. Okay creative. Do you have any problem? Correct or not?

Student I think It's correct.

Kahooli It's correct, okay because you are creating? Okay

Student Yes

Kahooli Ok

Student Yah, yaa!

Kahooli Yes, another problem, people, objectives have to be reached within the period that you are having. Now, maybe you say something like that. (Do you have achieved? I do not have... You have to be specific.

Student Now do you have a lot of...?

Kahooli Creating a sentence using again future tenses means... I cannot give.... In formulating. I cannot give five percent of everything. You can use specific thing that you want your learner like, am I right meme? Because for me it is too broad, trying to be specific that within period you are able to do it. Are we together?

Student Yes, we are.

Kahooli By the way, it is too much for 40 minutes period.

Student Ya...! Why?

Kahooli Okay, another example. People, learners should be able to explain the importance of agriculture by individual, ok, good! Because they have to think creatively to be able to explain the important of.., yes, example the importance of Agriculture, the individual. [sic] It is nothing to... that you want to create.

By the end of the lesson learners should be able to develop their own experiment creatively. You just allow her to tell them to come up with their own, but sometimes you specify using any specific... I want you to be creative, but I do not want you to use scientifically materials, but I want materials from the nature. I want material from the environment ... I want material from my own environment. You use creativity using bottles. Do you get the point? So you synthesis or you say, I want to make differentiation using that and that. You are giving them an indication that creativity form the....

Student Student.

Kahooli Is that clear? What else? Yes! Aha..!

Student ...

Kahooli Synthesis, ah, that is how many times I said , sometimes you can use action verbs in a correct or incorrect context of... the word explain, but saying explain the importance of Agriculture not by individual, but ... lesson of the day, but also the community you are asking them to think beyond the lesson of that day. Using the word explains, but you wanted to explain something that is not there and... ok,

people higher level of thinking. Ok, people ... able to design... By the end of the lesson they will be able to design clearly a poster of erosion with the agents.

Student What agents?

Kahooli What?

Student

Kahooli Aa...aaa..., but designing clearly a poster again, you have to be carefully, if there is something that has been already done, then it is not clearly design something you wanted. You are satisfied. Designed a poster using, you are the one who are to suggest some materials, copy the four sentences you have on the chalkboard. Is that right for the same application? You have to be carefully in synthesis. You are asking to create something that they do not have done before. Are you clear or not?

Student Clear.

Kahooli Sometimes you can mix up application and synthesis; creativity. So, now when we say create a poster, for me, the poster of erosion on something that they have already seen and it's like application, and although you using the ... is done again for example , are using the word design..., but you are doing something that has already there. Do you get the point? Do you get the point? Is it a Chinese?

Student A Chinese.

Kahooli He...he...he...! (Laughing about what was said). If you are been eating, the students are eating what have already been done. Is application? If you are asking to design a poster using some using m... bottle, what, what then? It is creative. Are we together?

Student

Kahooli Designing, creativity. If I just drawing a poster, I have just applying my knowledge, but not doing anything maybe creative. I am doing something that I

already know, but not creating something new. You develop of the whole thing new, but not to be copied from something that already been done. There is a difference between application and synthesis. Any other example of synthesis that you want to give/

Student ...

Kahooli Anybody else?

Student Learners should be able to develop the understandable knowledge on three system of government, general.

Kahooli Okay, I now move to the last topic,, I know that you are struggling to come up with those area, Let's move to , to move to evaluation, the last one.! The last! Do you want to give your example?

Student ...

Kahooli Aha! ; and what?

Students (Student teachers were making noise)

Student Why it is necessary for the blood to be circulated?

Kahooli To circulate? Ok. People the last one evaluation means encouraging your learners to think critically and be able to decide, make judgments, based on the certain criteria. Evaluation-By the end of the lesson, Oh! Learners should give reasons to why they think, it is necessary for the blood to be circulated. Okay very interesting.

Student I can elaborate more....

Kahooli Aha, aha!

Student Let say.... before justification.

Kahooli Aha!

Student They justify ...

Kahooli Aha, on something ...

Student They justify and give reason, strong reason on why the... why now in this case why blood is to be circulated in the body?

Kahooli Ahaa...! Now I understand. People, are we observing, looking? At the end of the lesson, learners are able to give reasons of to why is it necessary for the blood to be circulated. Okay, so we are saying that it is a highest level, because they have, they know the fact.

Student Ya!

Kahooli They, nobody is going on to say why it is circulating and how it is circulating? Now they have to give reasons.

Student Why we, why the blood?

Kahooli Why is not in one place?

Student Ya

Kahooli Okay, I can accept that they are required to think at the higher level.

Student Ya.

Kahooli Okay you see people, give reasons somebody keep now giving reasons again and again, How to be use action verbs, in what context and how we use. Okay, let us look at another example:

Learners should be able to tell and find out which soil is suitable for cultivation purposes? Okay, very good! Is that a good example of evaluation or is it application?

Student

Kahooli What is application?

Student

Kahooli Is it application or evaluation? Okay, but maybe he has given each group unknown soil. Maybe he wanted to go ahead taste it and then to decide which soil...? Is that clear? Okay, but you have to be careful about how you formulating. From two or three types of soil provide learners should be able to test and decide which of those are...Okay I think it is difficult to do, Okay, what else? Anybody people who want to try? Evaluation?

Student Learners should be able.....

Kahooli Okay, People, by the end of the lesson...

Kahooli Ah, again, I wanted and then you are judging... We are teachers... we are not criticizing ...be open.

Student By the end of the lesson learners should be able to decide which types of water contains nutrients and why?

Kahooli Again from the number of water provided, I wanted to make, can, because they are judging. Are we together? They are judging as you are deciding which one is good for drinking. Okay, anybody else to try? People come up with an idea to try, but we are teachers. Just be open to criticism, and we are not criticizing you. We are looking at the different objectives, we are trying to learn.

A... bring the envelop! Sometimes we... that you are the teachers we have in the College and to learn to be open. Yes, you wanted to read your, yes.

Student By the end of the lesson....

Kahooli By the end of the lesson...

Student Should be able to recommend food nutrients for certain ages.

Kahooli Aha... Very good! You do recommendation, by the end of the lesson, learners should be able to recommend, which type of food is necessary for the... then you specify the ages, for 70 years, good, anybody else want to try? Yes

Student What if I try?

Kahooli Aha!

Student Learners should be able to articulate the... and ...

Kahooli In relation to what? Keep quite! Okay, people, what do you think? What were the objectives of my lesson today? At the end of the lesson students should

Student (Answering in chorus) be able to distinguish, explain ...

Kahooli Find, distinguish, compare and Okay, like you see, yesterday, you were struggling with your lesson plan. People I just explain to you Bloom, okay let move to another topic. Have I reached my objectives?

Student Aayee! (Means not at all)

Kahooli No, I have to give you an activity, which will you learn what I am talking about. Are we together? Now get your lesson plan, teachers are ... learners are listing, learners are listing. Did you sleep today?

Student No.

Kahooli Look here; because I told you I want you to ... So you are on yourself and even just sitting, listening to my explanation. Is not true?

Student It is true...

Kahooli But then make your topic of your lesson plan. You are saying teacher explain, then you are listening... teacher explain then... show the poster. The learners are listening. Are we together? Practice, Okay, I will give you some more information, but did you practice some more?

Student

Kahooli I just to give you some more information about Bloom. (Power point presentation about Bloom's Taxonomy)

(At the end of the lesson, Kahooli projected a summary of Bloom's taxonomy using the Power point). It lasts for five minutes. Later the class was adjourned.

APPENDIX 6.2: Observation transcript No.3 for Kaatili

Date: 24 July 2008

Observer: Otilie.

Observant: Kaatili

Duration: 80 minutes

This was a continuation of the previous lesson, where students teacher have to report on their previous work. (About their chosen topic, the research questions, the research methods to use and the participants in their research) Student teachers were being reminded about their responsibilities and things to put into considerations when reporting.

Kaatili Okay we listening to group one presentation. Could you please speak louder and clear?

Student Okay, are you fine?

Others We are fine

Student Our research topic is Poor performances of four students from 2F computer learning skills, OCE at Oshana Region. So, Let us start with question, to justify why we have chosen this topic? We have chosen this topic because we want to find out the cause of this problem, Why, these students the... The other thing is that we want to find the solution to this problem, because nowadays it is very important to each and everybody to be access to computer therefore we want to found out where is the problem and to solve problem. The research questions we have identified: What is the cause that leads to the problem? That is one reason why we are researching on it. And the second one, for how long have these students been typing? Maybe we are just saying they are having, slow speed, maybe we are just saying they have a slow speed, but they have been typing for a very short time. We want to find the typing problem. And the other one, Are there enough computer for students? Maybe students are sharing computers with others

that why they do not have a high speed of typing and how often do they type? Maybe the students are only given two days to type in a week or let's say the coming Monday they.... How committed is the lecturer? Maybe the lecturer, maybe is not committed, he does not come to the class to direct students and the others? The last one, what should be done to solve the problem? Who will be the target group? Our target group will be just students, these four students?

Number five! Identify the methods you will use to gather information. Methods to gather information.

We will use interview as well as observation method.

Kaatili Kaatili at this stage intervene to give direction after reactivity of up to what question the group need to report. She clarify that it is only up to question five, however she will allow only two questions to be posed to each group. Do you have a question to ask them?

Student Okay I have got a question. The target group, they have only focusing on student teachers, What about lecturers, because one of their research questions is talking about the commitment by the lecturer. Why the Lecturer was not included in the group?

Kaatili An important person to give the information about the four students whose typing skills have been identified to be not really satisfactory., but can you see the importance also of observing what the lecturer is doing and even more include insert the acting of the lecturer because the lecturer may admit that is true, I have not done my job, why should you exclude the lecturer?

Student Not, not really the exclusion that's why we are also tell we have this question is the lecturer committed it means we have also observe him or her , yaa, to him or her

Kaatili Do not be afraid of him or her!

Student No, no not in that way to get the right answer, *yaa* if it is not committed we should just say uncommitted. (There was a hot debate on whether to include her or not, because of validity. Other students came in from other groups to arguing the possibility of the lecturer to be included. The group one defends their chose with many reasons and later an agreement was found that he/ she should be included.)

Kaatili Group 2(reporting)

Student Good morning?

Students Morning sir.

Student I think you are fine.

Students Yes.

Student Okay the first question, identify your research topic.

Kaatili With reference to teaching and learning process.

Student With reference to teaching and learning process, *yee!* Our topic is about bad behavior among learners during the lesson. Question number 2, justify why, why you have chosen it.*yee!* Because, because it is a... major brought by, by teacher during teaching and learning process and, and the, the lecture who, who contribute to, to learners' failure. *Yee! Yee!* We choose, we are, we choose this, choose this as bad behavior among learner during a lesson. *Yee! Yee!* because it is a major problem like I said during, when the teacher are, are teaching yeah! Some of the student are, are misbehaving.

Student We go to question number 3. Okay, Question number 3 says that identify the research questions to address the topic. Our three questions are:

- What cause the learners to, to misbehave during lesson?
- Why teachers mostly fail to control the behavior of learners during teaching and learning process? The third one is:

- Suggest ways how bad behavior during teaching and learning process can be dealt with.

Student Those are the three questions we have come up with. And also the 4th question which says, say who will be your target group and why.

Our target group will be teachers, because teacher because they are the one who dealing with learners and who misbehave and also those who misbehave during school activities.

Student My brother forgot to say something again we also put like learners are also our target apart from teachers because now among learners we are just going to do choose coordinator because they are also deal with that and include the teacher who seat for disciplinary committee.

Question five: Identify methods you will use to gather information. We are going to use observation and interviews. We are going to use observation and interview. Now question 6, state how you are going to inter....

Kaatili: Yesterday, what did we decide? We stop up to number 5. (Giving directions).

Student O!...

Kaatili We can now pose some questions to their presentations. Any questions?

Student What methods?

Student Observation and interview.

Student Okay

Student It is not really a question, but supposed to be a research question should be like they said it must be manageable focused. Then it seems your topic is too broad because it is just learner's behaviors and they are only 4 learners, maybe like is all the, all learner in the college , and all the lecturers, Is all the learners, maybe you can be more specific.

Student Ee ! here the topic says bad behavior among learner during the lessons , but when we are going to take action , is when we are focus on for example 3 to 4 learner within the class, but the is bad behavior, during the introduction we are going to write the, we, we interview on them 3 or 4 learner, of which grade from which school, but here we just give the topic in general.

Student Okay thank you.

Student Any other question?

Kaatili Any other question; and in addition to Hainyanyula's? Ee? Why must be specific from the beginning by formulating just a topic which is, you know, mm...straight forward to which learner as Hainyanyula said rather than having it broad, that when you are going to narrow it? I thought it will be better plan to have a specific topic from the beginning. So that someone who will, would like to know about, you know, this research will just go straight to that specific class or to specific lesson. When these learners are misbehaving?

Student Yes Ms ,but within the introduction on the report we are going to write, I have to say that I researched Ongwediva primary school situated in Oshana Region and I observed two learner from grade 3 or 4B. The... yee! Grade 3 or 4 in that school? I think it was a clear introduction.

(Debating again on the specificity of the topic for about 10minutes).

Student If somebody read the topic, just read the topic before the introduction, okay if you just read the topic without go to introduction you might end up asking question, like learner from which school? Okay there I think you have to be specific and clear.

Student I thought he forgot to say teacher who are going to dealt with are those who seats for the disciplinary committee.

Student Okay, Okay! That is to make it clear ne! Let me say you read that topic, okay or both if you read that topic

Student Now this is like the final answer, because after observation when..... that bad behavior among learner in grade 6B in Ongwediva Primary School and others. I don't have to speak the grade, I don't have to speak the number of learners, and I don't have to speak about the school, so I just do research.

Student Oh! I think that....

Kaatili Remember not all people like to read a lot of things. Even if it I said itself clear that from the beginning, from the beginning state your topic very clear so that it doesn't, your topic will not leave any doubt to those people who will read it and then they don't know which school, which grade it if you know which subject then the topic behavior that's what we are saying. I think you should just, you know accept what the colleagues are telling you.

Student I think they must rule out ...(From the presenters it was still a debate through defensive)

Kaatili Misbehaving because you -you -you- you know, as I think you are the suspect of this research and you could even give advice to those who are involved in this problem. Mh! isn't it?

Student Yes!

Kaatili Yah! Okay thank you very much!

End of observation number three.

APPENDIX 6.3: Observation transcript no.1 for Paula

Date: 30 July 2008

Duration: 160 minutes

Observer: Otilie

Class group: BETD, year 2

Subject: ETP

Observant: Paula

This is a class group of 30 student teachers majoring in Lower Primary. I observed the teaching and learning for 120 minutes, starting from 10h50 to 12h 20. The period was a continuation of the topic **assessment and evaluation**. The aim for observation was to look at evidences of formative assessment strategies used by the teachers that can also serve as an example to their student teachers to use formative assessment in their teaching.

The student teachers arrived one by one from tea break. The teacher educators have to remind them about how every important the time is and also that it is attached to their professionalism to. I used the word student representing any student who got the opportunity to contribute to the discussions or questions asked by the teacher educator and Paula is the name for the teacher educator observed.

This is how the teacher educator kicks of:

Paula Ladies and gentlemen, I want, I have some few pages here you know on assessment so that you know that you know was made on Lower Grades and with me I have a sample of a learner's response which I want you to look at in pairs and answered than it in different work in pairs. Work in pairs.

Student (Pair work for about 30 minutes) Teacher educator was working around though not much of the assistance given to the pair work.

Paula (After pair work) So ,We have gone through different vocabulary used the language used under the topic educational assessment , measurement and evaluation and I have said the better we understand the language, the better we see what we are expected to practice. Now, so a teacher has given a quiz, and that was it so, to learners during her class, covering all the four basic operations, ~~ne~~?" You can see that from looking at the items a learner has tried to respond to, you can see that this quiz is aimed to cover some aspect of Mathematics. When you look at the answers, the first answer under number 2, you see a learner trying to write numbers and numerals, now in ordering sequences, you know ascending or descending order. Which order is this one? A number is written from the smallest to the largest?

Student Ascending order (Chorus).

Paula Ascending order. When you look at this aspect of mathematics where we want children to master numbers from, you know, the mastering of numbers and through counting different ways of counting, which aspect of Mathematics is this one?

Student Number concept development.

Paula Number concept development. So, in the quiz one item was from number concept development so, and you see other items, the next item is on addition and you have the item on subtraction, the item on multiplication the other one on division and addition again and that one you can say that this quiz aimed to cover only, you know two main aspects in Mathematics, number concepts development and these basic computation, which is basic operation, Okay, then these are the typical learners' s answers, that the teacher got, so and the first question that I want you to answer is this one. You know? Is this a formal assessment or informal assessment?

Student Formal assessment / Informal assessment. (The response was a mixture of views)

Paula Now, I want, if you are sure of your answer just rise up your hand and tell us. This is formal or informal assessment, because.....

Student Informal

Paula It is Informal assessment, why do you say it is informal?

Student Because learners are solving problem during the class.

Paula Because this assessment has been given during the normal teaching and learning process. So, I can see we have variations of opinions. There are those one when they see it is in that form of a quiz, then what they can conclude is just a quiz, is a type of a formal assessment, that is conclusion you have made. So that is , when I was looking at those two words , formal and informal, you know, I brought you to a point where we are looking at what is that making something formal? What is that differentiate the informal situation from the formal situation? That is what we were looking at. You know that we said, you know, the timing of assessment is crucial here. You know, and that is why I was not right to do away with these misconceptions of just try to look at the type of the tool and you say this is already a formal. No, how it is conducted know, is try to much more about whether this formal or informal. Right! Okay, now the next question that I want you to respond to. Do you see this assessment a more structured or less structured?

Student More structured.

Paula Is a more structured! Why do you say is more structured?

Student Because ... the activity that has to be done...

Paula: Mm..., and how does it differ from the less structured? If this one has got activity..., what do you have when you are conducting less structured type of continuous assessment?

Student: Less structured, the activity is not well prepared, just and it depends on the way of teaching, the behaviors, and the response of the learners.....

Paula: Okay, Ladies and gentleman, I am not going to analyze the answers that he gives to us. I am to analyze the meaning, of the word more structured/ less structured using our policy guide. You have your policy guide and on page 10 of your policy guide, I want you to start at page 10, you know of your policy guide. What make assessment less structured and what makes the assessment to be referred more structured? I want you to analyze that one in your policy document.

Students: (Busy analyzing the policy on less structured and more structured).

Paula: Because it is very problematic, if we have documents that we do not understand. It is very problematic. That is what I have realized now. You have to break this into smaller pieces to be able to see whether you ... I will give you 7 minutes and then you tell me the ingredients of less structured assessment and more structured assessment, in black and white. You have to give this in black and white.

Student: Two minutes are enough.

Paula: Two minutes is enough?

Student: Yes.

Paula: Okay !

Paula: (after 10min). Okay, now, so what is a less structured continuous assessment? What is made to refer to as a less structured continuous assessment?

Student: Observation.

Paula: How do you observe?

Student: When you give learners something to do like in the class, or you walk around the class while learners are working.....

Paula: You give learners anything to do?

Student: Not only....

Paula: I am not concerning about the technicality of the language you have used, but I am just picking up the core issues you are trying to bring....

Why are you walking around?

Student: You are listening

Paula You are also listening what they are saying, seeing their work what they are doing

Student: You read on their work.

Paula: You are saying all the data collection that you do in each activity and trying to find what learners say and what the learners do and how they do what they do in all activities. So, this is part and parcel of less structured continuous assessment? Less structured continuous assessment. What else does this policy say about less structured continuous assessment? We collect information you know, asking questions or through giving learners thing to do. What else apart of less structured continuous assessment, the key elements? Mm?

Student: Less structured and evaluation of the child's ability through observation and then assess the child as a whole...

Paula: Okay, Now those are the very crucial things that we have to arrest. So the concept that we ask our learners, the class activity that we give to our learners, home work and other practical activity whatever the subject might be. We need to plan them because if you have an explanation that say assessment that are integral part of teaching and learning are not planned, that is a misconception. All of them should be planned. The difference is the normal time this assessment is taking place and you observe and record, you know in other words and record. You observe every learner and then recording using 5 points scale. When you assess, assess the whole child. And what does this policy say? You record using a s point scale?

Student: I want to ask?

Paula Before I give an opportunity to ask, I want to pick aspect of recording. Now, previously the aspect of recording assessment that we give during classroom

situation was not emphasized. You know was not emphasized by many teachers. Now they want teachers to see the important of the less structured continuous assessment tools, so that you keep a record for of student's work. You know they have been doing during your presentation. This aspect was not emphasized. You know we usually use to keep record for assessment, where we put time aside you know.. Those who were teachers in our previous record and now they want to bring in the emphasis, that even the assessment, the data on learners' presentation that you collect should be recorded. So right, so the policy, I am not, I am talking about the policy. Your policy say, record using 5 point scale that is under less structured continuous assessment. Then they said, focus on the whole child. What does this mean? Focus on the whole child, be holistic. Meaning?

Student: Maybe the way the child, maybe the way the child is behaving...

Paula: I like that aspect that focus is also on learners' behaviour, in other words also assess the affective domain. The social behaviour aspect of the learners not only the cognitive. I make you to think of Bruner. The social aspect, that is the affective domain of the learner do not only try to see how much this learner do not only try see how much this learner has acquired. In other words do not only emphasize the difference ne, the cognitive domain? I make you to think of Bloom, in other words, focus also on learner to apply knowledge in practical situation. That will become a psycho..

Student: Psycho motor domain.

Paula: Psycho motor domain, on words this knowledge a learner has acquired, ask him to make use of it to produce something visible ,practical in other words we are talking of practical manuals skills here, then it is part of psycho motor domain. In other words, see what you can with any topic, so that you attending you know that whole child about each topic. So that they said in the... So the other, the other, you know, they have brought in the less structured they said ...up... you have it the policy. The other area that they brought in about is the worksheet? Where is...? What is the message here about worksheet? What is a worksheet? Because it

does not help to talk about assessment, teachers do not understand all these ingredients.

Student: I think is a paper where a teacher records the progress of the learners.

Paula: My Lower primary teacher. What do you do at lower primary classroom? What is the worksheet? That one is the sheet.

Student: Can it be a book?

Paula: Unless you have combined your variety of worksheet you have used in different subtopic, is a book.

Student: A worksheet can be a piece of paper...?

Student: A sheet or a paper you give to the learner you can use it together with the chalkboard...

Paula: What is the content you put on the paper? I want a well technical formulated answer from a teacher. I do not want those types of answers.

Student : A paper that you give to your learner and then activity that they do, I mean the answers.

Paula: Okay, there you provide a space where they can write answer.

Student: ...

Paula: When you say the learners are expected to fill in, you want to tell us that every activity in teaching that we have to give is a filling activity? You have created a problem already. So I want you to define something in a way that you are not creating a problem, in a way that you are not prescribe for the teacher , because a teacher has to decide on the nature of the activity. Not so?

Student: A worksheet can be a piece of paper?

Paula: A worksheet is a paper contains activities to be done by learners and you know it can have pages were the learners are going to answer, questions and instructions too. Is a formal paper with instructions and activities with spaces provided, where learners have to engage with whatever activity you want to give related to the lesson objectives?

Right, that aspect ladies and gentlemen is the aspect that moderators would like to be among in the students. If you fully understand what CA is, less structured Ca is all about, you know! what you will carry to the classroom is not only the lesson plan, thematic scheme of work, you have also in every lesson different worksheet, learners are going to work , individual, pairs or in groups depends on the interactive that you have in mind. If you want your learners to interact individually before they interact in pairs and to move to groups, then that is also how you organize your different worksheet. Fine, so, there should be work for most of the less structured.

Ladies and gentleman, I am not talking about something new, but I am thinking you might already know something that you have already done in Lower primary.

Student: Is that the task?

Paula: The task that you want your learners to do, the instructions how they should go about. So, and it is your technicality also to make sure , the way you have sequence the questions, you know, the order of your questions promote different order of thinking. You know? When you analyze the order of your questions, adhere to the taxonomy of questions.

Student : So , the answer should be in a flip chart?

Paula: You can have these on a chalkboard or you can have these in a flipchart as you said. So, an outline of instructions, ee... guiding the learners to do the work that is required. You know! That in itself is a worksheet. Right!

So now, ladies and gentlemen the confusion was between less structured and more structured. So now ... more structured CA, what is it? What does the policy say, what is more structured CA is all about?

Student Is an assessment to complete

Paula Okay, you have told us, more structured assessment take place during the normal classroom activities. You have told us more structured assessment is in a form of a quiz. It is becoming more complicated now. What is , What is...? What is that it made it more structured, because we also have quizzes that done in a less structured. How do we differentiate between a quiz which is less structured and a quiz which is more structured or a test.? They do not use the word test in LP. I only want to remind your mind and try to see the difference here.

Student The more structured I think.....

Paula Hee! Which means I can just give my quiz haphazardly to make it less structured? Be a kind of disorganized to make it less structured? I do not plan it also?

Student Let me try!

Paula (Not listening to a try) I am saying these small words that you are using , they are not making any difference. They are.....

Student The difference is the situation, in the tool. In a less structured, you may find reference meaning that...

Paula (not waiting for the student to finish) I want you to go back to your manual.! Go back to your manual and read loudly under more structured.

Student Reading from the manual.

Paula Stop there! (While the student busy reading). Setting up an assessment situation. Do we really understand what it means?

Student No! (many students speaking in chorus).

Paula Ya, those are the problems we have with the policy sometimes the policy people writing something that this is more meaningful than need to say much than that it have said. Setting up an assessment situation periodically ..., what does it mean?

Student ...

Paula Now I want to take you back. So, when we say we create an assessment situation, an assessment situation, it should be set aside. It should be set aside in this policy it does not mean outside the teaching and learning, not outside the period, but it means outside because for that specific day, for that specific day, during the teaching time, learners are only doing a... more structured. It is not explicitly in your policy. I know. That is why I usually say that problem sometimes policy people would like to say much that they were supposed to say on the paper. This is when we say, for example, Monday and I use my 80 or 40 minute not only to teach but assess during the teaching time, and it is during the teaching time, while the other assessment when I give worksheets, class activity and so on to groups or to pairs. I do it and after that I proceed with my teaching and then I give again something on the worksheet.. It is part, it is mixed with teaching, but the more structured ladies and gentlemen, you have indicate time that you want to spend only during the teaching. An assessment situation ; unless we agree in much more details. I even wonder how many do get the meaning. That you can have a comprehensive quiz after a topic that you can give it as an assessment and then later you... if you still have time left, you can continue teaching, but if the

Setting up an assessment situation periodically what made it to be informal, is because it is taking place during the normal teaching hours and that are part of informal assessment ere that of CA in the :Lower primary phase . Any question here?

Student ...

Paula Recording...

Student ...

Paula Ya , I am talking about the test week. I am talking about this is my time to teaching different task for a day.. So I was about to teach environment this time. This environment lesson is also catering across other subjects, you know that. So we have an environment. I come with more structured assessment task/ tools and this is what the learners should do for ... After that any other subject will come and I will teach. There is nothing like a test week. No time is scheduled that this week we are not going to be taught. This is just in formalizing because it is brought in between the teaching episode.

Student ...

Paula Now, people I want you to... under... to look at the teacher_s work according to the timetable, for teaching your subject in a day. Every day you wake up, with your lesson to go and teach. Right! In other words while you are teaching, you are also collecting information concerning you know how learners are progressing. Do you understand? In other words, when you have covered the fourth activity perhaps you want learners to report to and after that you proceed to another activity, perhaps you want to give learners to report to something you know, it is just in between your teaching and learning activity. Then you create another situation whereby you are saying today, this amount of time, I am not going to teach. You know that you are not going to teach. I am just going to... it environment. Now the period is over, but I want them to respond to this questions about everything that I talk previously, so and then you give them that time to respond, and then you get the answer sheet back, and then you continue to teach, you have created this situation, nearly for a more structured assessment and that you do, they said you must you must create situation for more structured assessment and then you teach other subjects. This you create it in between period, in between subjects., not the way we have it in other faces of schooling whereby now that this week no teaching, we are only writing examination or tests.

Student Mrs, can I assess from or the second topic which I have seen that this is difficult. Let me say learners need time to master and time is going. Can I assess on chapter that is not well understood?

Paula No! That is not appropriate. If you have diagnosed that learners have problem, why should you assess?

Student Oho...!

Paula In other words first you have to do corrective teaching and so and then you assess. You cannot assess to expose you learners' inabilities. That is not according to the philosophy of criteria based assessment. You know and the learner centered teaching. In other words you assess you know to see the achievements, in other words , if you are already having the information that when you ask them questions, when you give them works they are stuck. What is that you have used your information for formative reasons, you know those concepts, you know. You do not assess to correct grades, you assess to make improvements, making improvements and then assess. It's ongoing. You know the continuous part of assessment, assessment to be ongoing. So ...!

Student Worksheets are only used for less structured assessment?

Paula O...! okay worksheet, you can, you can... I see where the problem is. A... you know ladies and gentlemen. The question she wants us to answer now is... how much – no—how much shall I expect to cover before I use a more structured assessment?

Student Yes

Paula What does the policy say? According to this policy, when can you set a more structured assessment (x2). After you have covered what? You guys, after a topic, because some topics are broad with so many sub topics, you have not read your policy It is here, more ... after?

Student Yes!

Paula And you can also decide to have it after a theme. After a theme, so that is, but in every subject... I am using a... of a lower primary material in every sub topic

you know you have less structured assessment and work sheet, but you can also use a work sheet.

Student With more structured? ...

Paula With more structured, you know, a more structured is the scope of the learning content that is differentiating the two. You know, in a less structured you do not write till the time is up. You see. Si in a more structured you might have covered an extensive of work because it's after the topic and this topic would have so many sub topics. You know. In a less structured is an integral part of it and every day lesson that we present, See the scope of it is that what makes it the different. We have the policy, its saying , meaning..., setting up an assessment situation, and the word periodically. Consult your dictionary. Right and again both more and less structured should be recorded on a 5 point scale. Right! I think ladies and gentlemen, I might also now ask, how many assessment should you give per term in four subject and how many per terms in skill subject, like P and religion, also how many assessment per term, what does the policy say?

Student

Paula Onda kumwa nee. shaashi...(the teacher educator slipped into using Oshikwanyama language). I thought I will only repeat what you have already done in Lower primary today. How many assessments should you give per term in development subject??

Student Two

Paula Mathematics?

Student Two

Paula Language one?

Student Two

Paula Other subjects?

Student One, One, one, one!

Paula Right, if we say one assessment (x2) you know. What do we mean with one assessment?

Student Recorded.

Paula We say how much assessment should be record to add to what assessment? E...? How many assessments should be recorded to add up to one assessment? Oyoyoyo! (showing disappointment in her vernacular language) Do you have your...? Have you ever practice adding assessment together?

Student Yes, yes / No, no!(Chorus talking)

Student I think you add the number of your assessment.

Paula Do you know in your material, where you can find this information?

Student Yes/No!

Paula Do you have this?

Student Yes/ No, we do not have it...

Paula Because, the reason why I really want to see whether you have an idea of maybe you are looking about one assessment looking at when you have given a grade to a specific topic and you said that is one assessment. That is not one assessment in the Lower primary. I want you to know what is meant by one assessment in Lower primary. That is not one assessment just like I give you a grade for an attendance....?

Student Maybe giving the...

Paula I think I need to make some copy, I do not know? I realized. I was trying to make copy today, its' only that there is no machine which is working, the other one which has been working is giving problems also, in other words ladies and gentlemen when we talk of one assessment, for example this is in language and

learners or the learners were assessed on listening and speaking and you have their grades that they obtained in listening and speaking, they were also assessed in reading and again they got and they were also assessed on grammatical forms and structured and the grade that they got in other words and they were also assessed in writing and the grade they got, and the and they want one more structured assessment of which they you see what you set for this one during normal teaching hours and the grade they got, you know! This whole group of assessment on different areas, they are combined as one assessment and then another assessment will come again. The whole of this group of assessment become assessment two. In other words assessment one and assessment two assessment and so on and so on... It's a combination of different areas. Si, I thought maybe have practice of this forms, which different subjects, but now it shows me that I have to bring forms again for use to be able to see the way forward. Okay!

Paula What are those big eyes say?

Student Now lets' say now we have ... we have assessed now four times, all those components, Now it's a four times assessment, now how are we going to get to two now?

Paula Now I will not explain this now. I just wanted us to understand up to what it meant by one assessment two assessment, because that is what we talking about. So what do we mean by one assessment or two assessment per term in a subjects. It means the group of this and a group of this, not so? And then after each group you always come to the total and always come to the average. Is it not so? And and you come to a grade. So in other words this is the average that you have to put together, that whole process will still done. I wanted you to understand what is means to give one assessment or two assessments, because some people will understand one assessment and just one. See? That is the problem. Now if the people do not see that you know all different aspect in the subject like languages you know, the listening, reading, and other aspect that you have developed you know should be one part of assessment, and again from there you have as a group of another assessment and its' looking as that...

Student

Paula Let‘ go back and conclude our activity which brought up all these that we need to read a lot on this concept, so we spend much time on understanding more structured than less structured, which was part of question we suppose to answer.....

So during hi/her marking, I am coming to teacher who was marking this quiz. During the marking the teacher did not only look at whether the answer is correct or wrong. He wanted to explain what the actual problem of the learner is. He realized the learner’s inability to write number and place numbers correctly in their spaces. He realized that it might been caused by insufficient practical activity to enable learner to copy numbers and letters with similar shapes and forms and he or she decided to give remedial method for this activity based on those practice, then the question is now. Which assessment do you see you know in the paragraph? This is the answer the teacher was analyzing and these some understood the teacher was developing about the answer and the question is ... Which concept of assessment is the teacher using there Among those different concepts, which concepts? How did the teacher make use of the assessment information? Which assessments can the teacher using there.

Student Diagnostic.

Paula How do we do diagnostics assessment here? How do we see diagnostic here/ know did a teacher did diagnostics assessment to this answers? The teacher is trying to look at a problem, what is an actual problem here? Because the answer is not as I expected, so I am seeing something different and what is it that I am seeing? You see? In other words the teacher is at you know this learner have got problem The teacher is seeing, you know, These learners and the teacher has also right to say what the problem is, not so? So the teacher is looking at this learner has got problem of writing numbers, special when you can say that this is how the position of the object. It should be positioned like this. So this is the problem of positioning you know the teacher is not right to be ... and if I have now to do

something about it and that is? Have now to do something about it. The teacher is using this assessment to bring improvement..., diagnostic and formative as well.

The lesson ends up with the teacher educator thanking the student teachers for their participation during the lesson.

APPENDIX 7: Questions asked during the lessons observed.

Teacher educator	Lesson 1	Lesson 2	Lesson 3
Kahooli	<ol style="list-style-type: none"> 1. Is everything okay? 1. Now, what can do instead of putting ...how much can they...? 2. What action verb can you use for the importance of resources? 3. To give or to state? 4. Do you get the point? 5. Another question or problem? 6. Which one, the ...one or the last one? 7. Is there anything else? 8. Is the learner centeredness or is it a combination of both? 9. Is everything clear? 10. Again learners where given chances to ask questions and....? 11. No, what I am asking is that when you are asked to do things in groups, what comes first? 	<ol style="list-style-type: none"> 1. It will be ready for Friday ne? 2. What is learning in general? 3. What else? 4. Any other? 5. What is the three Hs? 6. Can you see at that one? 7. Can we look at the example of application? 8. Who can read for us? 9. Is that correct? 10. How can you demonstrate? 11. Is demonstrate a correct word? 12. Do you demonstrate or do you illustrate? 13. Are we together? 14. Is it not to generalize? 15. Demonstrate or illustrate again? 16. Do you illustrate or show? 17. That you are saying that it is that apply to everyday? 18. Very clear? 19. Are we together? 20. Is that correct? 	<ol style="list-style-type: none"> 1. Did they achieve the objectives? 2. When we look at their lesson objectives? 3. What did you want to say? 4. Any comment about the language? 5. How about the introduction? 6. How was the language? 7. Was it at the level of grade seven? 8. Was it okay? 9. Yes , any comment about the language? 10. Bombastic words for example? 11. What else? 12. Anything else about teaching media? 13. Was it correctly used? 14. The poster? 15. Where they clear? 16. So anything else about teaching media? 17. What can happen in the class? 18. Why are you doing the drawings? 19. Ho was the teacher activity? 20. Any general comments about presentation? 21. Is it good?

	<p>12. I have to provide you with?</p> <p>13. Is that clear?</p> <p>14. Is there any feedback?</p> <p>15. That is for me or for you?</p> <p>16. Nothing?</p> <p>17. Which one?</p> <p>18. Are we together?</p> <p>19. What will happen at the end of the day?</p> <p>20. The learners will?</p> <p>21. Is the teaching trying to reach her objectives?</p> <p>22. Can we look at the first objectives?</p> <p>23. Did she come up with any activities to help her?</p> <p>24. To differentiate?</p> <p>25. Is there any activity doing that?</p> <p>26. What is the second one?</p> <p>27. Is there any activity saying that?</p> <p>28. Is it much in the objectives?</p> <p>29. Did she do that?</p> <p>30. What activity can you give to the learners?</p> <p>31. Do you get the point?</p> <p>32. What did you say it was?</p> <p>33. What activity can you give?</p> <p>34. Do this activity more in line with the objectives that just asking the learners?</p>	<p>21. The animal to demonstrate?</p> <p>22. Learners to demonstrate how animal survive in various ecosystem?</p> <p>23. what is that according to Bloom's Taxonomy?</p> <p>24 Any example from somebody?</p> <p>25. Can I get from you?</p> <p>26. Are you satisfied?</p> <p>27 You want to give another example</p> <p>28. You want to give another example?</p> <p>29. Who did not get a chance/?</p> <p>30. Who else did not write?</p> <p>31. Yes, finish?</p> <p>32. So, does that make sense?</p> <p>33. Can we pay attention to the chalkboard?</p> <p>34. Does that make sense?</p> <p>35. What is wrong with that?</p> <p>36. Is that context correct?</p>	<p>22. Any other comments?</p> <p>23. Is that information enough for us?</p> <p>24. What else could be the comments?</p> <p>25. Then you want to have it again?</p> <p>26. Any comment for them?</p>
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	<p>35. Is there anything wrong?</p> <p>36. Learners individually to do what?</p> <p>37. Is it that the one or the individual give the important?</p> <p>38. Any comments, questions?</p> <p>39. Any other comments or questions?</p> <p>40. Is that clear?</p> <p>41. Is that not the truth?</p> <p>42. Is there anything wrong?</p> <p>43. Is it clear or I am just concerning answering questions?</p>	<p>37. Are we together?</p> <p>38. Is she right?</p> <p>39. Categorize all different types of pollination?</p> <p>40. How can you categorize?</p> <p>41. How can you compare pollination?</p> <p>42. Is this for me?</p> <p>43. What?</p> <p>44. Is it okay?</p> <p>45. Is what?</p> <p>46. Have you [give] your topic a...?</p> <p>47. Can you give example for us?</p> <p>48. Did you hear?</p> <p>49. What?</p> <p>50. Do you want to give yours?</p> <p>51. Do you have any problem?</p> <p>52. Correct or not?</p> <p>53. Are we together?</p> <p>54. Is that clear?</p>	
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		<p>55. What else?</p> <p>56. Is that right for the same application?</p> <p>57. Are you clear or not?</p> <p>58. Can anybody help here?</p> <p>59. Do you get the point?</p> <p>60. Is it Chinese?</p> <p>61. What then?</p> <p>62. Any other example of synthesis that you want to give?</p> <p>63. Anybody else?</p> <p>64. Do you want to give your example?</p> <p>65. To circulate?</p> <p>66. Are we observing, looking?</p> <p>67. Is that a good example of evaluation or is it application?</p> <p>68. What is application?</p> <p>69. Is it application or evaluation?</p> <p>70. Anybody people who want to try?</p> <p>71. In relation to what?</p>	
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		<p>72. Have I reached my objectives?</p> <p>73. Did you sleep today?</p>	
Kaatili	<ol style="list-style-type: none"> 1. Okay, now according to these topics here are written in the question form, Now in a statement form? 2. Does that make sense or do you agree with Natalia? 3. How do you find it? Is it clear or how do you find it? 4. What is that Gideon talking about? 5. How do you understand this topic? 6. Did we leave something or is a complete statement as it written there? Did we cover everything? 7. What is that we left out? 8. Are we not repeating ourselves? 9. How would we put it in a 	<ol style="list-style-type: none"> 1. Just go in groups, because you continue with the same topic that you have identified yesterday. So what I am going to do is to give each group one flipchart for all to respond to the following: <ol style="list-style-type: none"> 1.1 Identify your topic. 1.2 Justify why you have chosen it/ 1.3 Identify the research questions, to address the topic. 1.4 Say who will be your target groups and why? 1.5 Identify the methods you will use to collect data. 1.6 Say how you are going to interpret data collected. 1.7 Who will be your target group? 1.8 What do you mean by target group? 	<ol style="list-style-type: none"> 1. Do you have questions to ask them? 2. Can you see the importance also of observing what the lecturer is doing and even more include the action of the lecturer? 3. Why should you exclude the lecturer? 4. Any other question? 5. Is not it? 6. Why must be specific from the beginning?

	<p>statement form?</p> <p>10. Is that clear or do we need to make some changes?</p> <p>11. Nakakuwa, could you clear your statement please?</p> <p>12. Is the topic very clear?</p> <p>13. Imagine now the topic read like that?</p> <p>14. Can we make it clear?</p> <p>15. The teacher's language that encourages participation in reference to encouragement and...? (for students to complete the statement)</p> <p>16. The teacher's language that encourage, how many learners perhaps?</p> <p>17. Eee; how many are going to deal with?</p> <p>18. Ok; in which grade?</p> <p>19. How do you spell it?</p> <p>20. Combined?</p> <p>21. Where?</p> <p>22. Where is Tshamutshamu?</p> <p>23. Then when I arrive at the school Tshamutshamu, then I ask the...?</p> <p>24. What will I look for now?</p> <p>25. I sit down and focus on the...?</p>		
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	<p>26. Do you understand?</p> <p>27. Is a broad one, isn't it?</p> <p>28. Another question which you can ask?</p> <p>29. What else?</p> <p>30. And again when you ask again, then you say?</p> <p>31. When according to you is when the language is clear to whom?</p> <p>32. To the, okay what else, who else?</p> <p>33.</p> <p>34. If the topic itself is written teacher's language that encourages learner's participation, what will you ask?</p> <p>35. Now Natalia, if I have to ask you, what is clarity in your view, when it come to language?</p> <p>36. Hainyanyula, what do we mean by clarity?</p> <p>37. Any comment about the topic?</p> <p>38. Is there something talking about affecting learners?</p> <p>39. As you really seeing that there is a problem, So what</p>		
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	<p>are they trying to do?</p> <p>40. Is there something that we need to improve?</p> <p>41. Anything or we should leave it?</p>		
Paula	<p>1. So, what is that we said previously, perhaps to give us a context?</p> <p>2. What is that we have said?</p> <p>3. Why teachers are criticized?</p> <p>4. Other reasons?</p> <p>5. Do you want to say that there situations were learners do not know how their papers were marked?</p> <p>6. Even among here?</p> <p>7. Do you want to tell me that there are cases where you have a grade without being given your paper back?</p> <p>8. Are you saying that when teacher gives back the paper, the papers are not accompanied by feedback?</p> <p>9. Are you saying that these are the problems?</p> <p>10. What are some other factors ?</p> <p>11. What are the reasons why</p>	<p>1 Which order is this one?</p> <p>2 Which aspect of Mathematics is this one?</p> <p>3 Is this formal assessment or informal assessment?</p> <p>4 I want you to tell me if you are sure of your answer just rise up your hand and tell us. This is formal or informal assessment, because...?</p> <p>5 Do you see this assessment a more structured or less structured?</p> <p>6 Why do you say is more structured?</p> <p>7 What is that differentiate the informal situation from the formal situation?</p> <p>8 What do you have when you are conducting less structured type of continuous assessment?</p> <p>9 What make assessment less structured and what make the assessment to be referred more structured?</p> <p>10 How do you observe?</p> <p>11 You give learners anything to do?</p> <p>12 Why are you walking around?</p> <p>13 What else does this policy say?</p> <p>14 You record using a point scale?</p> <p>15 What does this mean?</p>	<p>1. I just want you to go to the practice, and then you move to the description of what?</p> <p>2. From the place we said you move to the description of who [sic]?</p> <p>3. After you finish describing the place, we said we should describe what?</p> <p>4. What is that we should describe next under the research methodology?</p> <p>5. When you finished with that one, next is what?</p> <p>6. What determine the methods?</p> <p>7. Not so?</p> <p>8. How many methods that you are going to collect data about the problem?</p> <p>9. How many methods that you will need, will determined t by what?</p> <p>10. What determine the method?</p> <p>11. What information is I looking for?</p> <p>12. I need to reach them with...?</p> <p>13. You cannot formulate?... -Ee..?"</p> <p>14. What information do you think</p> <p>15. Not so?</p> <p>16. You cannot formulate? -Ee..?"</p> <p>17. What information do you think you would like to collect?</p> <p>18. It is worth an observing or is it worth an</p>

	<p>information corrected by the teachers now are being criticized?</p> <p>12. Any other reason</p> <p>13. What does it mean?</p> <p>14. One way to assess like what?</p> <p>15. Do we really understand what it means to use limited method of assessing learner's progress?</p> <p>16. Do we make limited to all oral questions as compared to reading questions?</p> <p>17. We also may be limited by...?</p> <p>18. And what else?</p> <p>19. Limited methods also refer to what?</p> <p>20. I did not get you; using one way, and when you will be saying one way you mean continuously?</p> <p>21. Okay you think second categories of tools ne?</p> <p>22. You know?</p> <p>23. What does that mean?</p> <p>24. What is this message all about?</p> <p>25. Not so?</p>	<p>16 Focus on the whole child, be holistic, meaning?</p> <p>17 What do you do at a lower primary classroom?</p> <p>18 What is a worksheet?</p> <p>19 What is the content you put on the paper? I want a well technical formulate answer from a teacher. I do not want those types of answers.</p> <p>20 [Sic] You want to tell us that every activity in teaching that we have to give is a filling activity?</p> <p>21 Not so?</p> <p>22 You know?</p> <p>23 More structured, what is it?</p> <p>24 How do we differentiate between a quiz which is less structured and a quiz which is more structured or a test?</p> <p>25 Which means I can just give a quiz haphazardly to make it less structured?</p> <p>26 I do not plan it also?</p> <p>27 Do we really understand what it means?</p> <p>28 What does it mean?</p> <p>29 Be a kind of disorganized to make it less structured?</p> <p>30 Any question here?</p> <p>31 Do you understand?</p> <p>32 Can I assess on chapter that is not well understood?</p> <p>33</p>	<p>interview?</p> <p>19. What is this?</p> <p>20. What problem is this again?</p> <p>21. Have you seen an area of sharing?</p> <p>22. What information is important to collect in this regard?</p> <p>23. You may decide to collect information about?</p> <p>24. What is that really lead to these learners to participate in group activity?</p> <p>25. Are the activities given relevant for group work/</p> <p>26. What do you consider to be your best method to get information on why?</p> <p>27. What are the factors that you have decided to include in your observation?</p> <p>28. Which pair is ready to give us what they have outlined for their observation?</p> <p>29. Why do not you have anything from the readings?</p> <p>30. Have you seen area of shared?</p> <p>31. Rules given before group work?</p>
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	<p>26. What is the purpose of collecting data?</p> <p>27. What is that they want us to look at?</p> <p>28. How can formative assessment is differ from summative assessment?</p> <p>29. Who can tell me?</p> <p>30. What do you think John?</p> <p>31. Why could we say summative assessment is only at the end of the term?</p> <p>32. Why should we attach it to the term only?</p> <p>33. Is that important?</p> <p>34. What is that in your lesson plan?</p> <p>35. What do you think, when the people bring in the word formative assessment were they against the summative assessment?</p> <p>36. The way of summing up all the total and then you round up in order to get...?</p> <p>37. I become mathematical ne?</p> <p>38. For a term?</p> <p>39. Why do you think?</p> <p>40. I want you to brainstorm with the person next to you</p>	<p>34 Can I assess on chapter that is not well understood?</p> <p>35 If you have diagnosed that learners have problem, why should you assess?</p> <p>36 What does this policy say?</p> <p>37 According to this policy, when can you set a more structured assessment?</p> <p>38 After you have covered what?</p> <p>39 What are those big eyes say?</p> <p>40 Which assessment do you see you know in the paragraph?</p> <p>41 How many assessments should you give per term in environmental subject?</p> <p>42 Mathematics?</p> <p>43 Language one?</p> <p>44 Other subject?</p> <p>45 How many assessments per term?</p> <p>46 What do we mean with one assessment?</p> <p>47 We say how many assessments should be recorded to add up to one assessment?</p> <p>48 Do you have your...?</p> <p>49 Do you know in your material were you can find this information?</p> <p>50 Have you ever practice adding assessment together?</p> <p>51 Do you know in your material, where you can find this information?</p> <p>52 Do you have this?</p> <p>53 What are those big eyes say?</p> <p>54 How do we do diagnostics assessment?</p>	
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	<p>what norm referenced assessment is all about and what criterion referenced is all about? Are we there?</p> <p>41. So, who can tell us now what the meaning of norm references assessment is?</p> <p>42. What kind of assessment it is?</p> <p>43. Norm references?</p> <p>44. Anyone with a clear understanding of norm?</p> <p>45. Can you pay attention?</p> <p>46. How do we make use of reference group?</p> <p>47. Who is good, who is poor, what is it?</p> <p>48. This person can use fundamental judgment evaluative statement /words, poor, good, very good, excellent without having a norm reference group? I only want a yes or no.</p> <p>49. Why must always a reference group?</p> <p>50. What is that we are looking at from the criteria?</p> <p>51. What is what we are</p>	<p>55 What is an actual problem here?</p> <p>56 What is it that I am seeing?</p>	
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	<p>looking at to conclude that this is poor?</p> <p>52. The standard of?</p> <p>53. So we do say excellent, very good and poor, but we are only guided by the performance of the whole group?</p> <p>54. Can we make those judgments very good, excellent and poor looking at performance of other learners in the class? Yes or No?</p> <p>55. Do you understand?</p> <p>56. So, validity, the word validity, what does it refer to?</p> <p>57. When do we say, assessment tool is valid?</p> <p>58. How do we recognize a tool, which has got value?</p> <p>59. What is that made assessment tool to be valid?</p> <p>60. What does it mean?</p> <p>61. What is the problem of this learner?</p> <p>62. What?</p> <p>63. Question?</p> <p>64. Is that happened?</p>		
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	<p>65. Are you saying that assertive learners are likely to be given high marks, then the shy learners?</p> <p>66. Quiet learners are likely to be given low grades?</p> <p>67. What is that influence me from?</p> <p>68. Transparency has to do with what?</p> <p>69. What does it mean to be transparency?</p> <p>70. Are you saying a number cannot make any difference if it used over a period?</p>		
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APPENDIX 8A: An extract from Kahooli's Year Plan

ETP 1 - 2008

OSHANA COLLEGE OF EDUCATION

THEME: INTRODUCTION TO ETP TERM 1

TIMELINE	TOPIC	COMPETENCIES	ACTIVITIES	TEACHING/LEARNING APPROACHES	RESOURCES	ASSESSMENT TASKS	PROGRESS REPORT REFLECTION
1/29 - 2/8	Introduction to ETP ETP in the educational process	To become aware of the purpose of ETP and the connection between Theory & Practice as they apply to classroom teaching	KWL Discussion Independent reading	Review of new ETP syllabus NIED module S20 Toward Education for All: <ul style="list-style-type: none"> • Preamble p. 1-15 • Intro. P. 17-22 • Language policy LCE Constitution: <ul style="list-style-type: none"> • Article 20 • Article 15 	ETP Syllabus Year Plan - 2008 NIED information Toward Education for All Constitution of Namibia		
2/11	Introduction to ETP continued: Components of education	Able to define and discuss: Didactics Philosophy of ed. Psychology of ed.	Independent reading discussion				
2/15	Forms of education	To become aware of the forms of education: <ul style="list-style-type: none"> • Formal • Informal • Non-formal 	Discussion Independent reading Group discussions	Lecture Discussion of independent reading			

TIMELINE	TOPIC	COMPETENCIES	ACTIVITIES	TEACHING/LEARNING APPROACHES	RESOURCES	ASSESSMENT TASKS	PROGRESS REPORT REFLECTION
3/10-3/14	Philosophy of education reform & Education in the Namibia Context	Four goals: • Access • Equity • Quality • Democracy History: • Traditional ed. • Missionary ed. • German ed. • S. African ed.	Independent reading Discussion Group activity	Lecture discussion	Toward Education for All Handouts Farrant Internet (if available)	TASK #1	1
3/17-3/20	Learner Centred Education	Awareness of Namibia's LCE policy/philosophy of LCE policy • Advantages • Disadvantages	KWL Discussion Independent reading	Lecture	LCE policy NIED Modules 13 & 20		
3/25- 3/28	Learner Centred Education	The LCE classroom: • Materials • methods	Independent reading discussion	Lecture Discussion	LCE policy handouts	TASK #2	
3/31-4/4	INTRODUCTION TO CHILD DEVELOPMENT	Develop an awareness of factors which influence child development: • culture • environment • other	KWL Independent reading Group discussions handouts	Lecture Discussion Group activity	Mwamwenda Farrant NIED modules Internet (if available)		
4/7-4/11	Stages/theories of Child Development: Dewey & Vygotsky	Develop knowledge of child development in various areas and compare similarities and differences in the theories of Dewey & Vygotsky				Task # 3	

APPENDIX 8B: An extract from Kaatili and Paula's Year Plan

Oshana College of Education: Department: Professional Studies

Year 2008-02-06, Term 1

Subject: Education Theory and practice

Lecturers: Kaatili & Paula

Time line	Topics	Competencies Students should be able to:	Activities	Teach in g//Learning Approaches	Resources	Assessment Tasks	Progress Report/Reflection
	1.1 Reflections on year 1 about learning theories: Pavlov, Skinner, Bruner, get, Vygotsky	-Recognize and explain the key process, principles and factors the influence learning accordingly to different theories	-quiz with summarized Principles factors Process for students to Relate various theories	-question and answer-Read, Review Discover. -Class discussions.	Duminy, P. Act (1992) Education For student Teacher Hessong ,F & Weeks T.H. (1987) Introduction to ed Butter University, McMillan	Class activities as part of less structured CA	For some students it is still difficult, to re late. Certain principles methods and forms of learning to specific Theories
	1.2 Philosophical school of thoughts. 1.2.1 Meaning of concept philosophy. 1.2.2 Reasons why need knowledge different philosophies	-Explain the concept -Discuss the importance of studying philosophical schools of thoughts as a teacher	-Shared meaning among the whole class. -Read books. handouts Represent information			CA-class activities	
	1.3 Pure philosophical *Naturalism *Idealism *Realism * Pragmatism	-Red. analyze. critically discuss and evaluate their views about: 'Reality/nature •Knowledge * Methods of knowing • *Role of the teacher *Role of the learner Teaching and learning	Assigning different group Different philosophies. -Prepare their presentation or report back -Teacher Educator will scaffold.	Read. Research Present •*Class discussions •Question and answer.	Handouts by teacher Educators	•Presentations •Oral-questions •Written questions	Topics on this page wee successfully covered within the schedule time 28/2/2008

APPENDIX 9: A table showing feedback alongside the criteria and the nature of the task given by the participating teacher educators to the student teachers

Teacher educator	Student teacher' work	Nature of the assignment task	Criteria for marking set by the teacher educators	Teacher educators' comments/ feedback to the student teachers
Kahooli	Student teacher No. 3	An Individual task based on experiences during School based Studies under the topic: School as an organization, guidance and counseling	<p>Distinction -A Excellent understanding of the topic and ability to link theories to practice, excellent usage of language, reasoning and provision of examples where needed evidence of knowledge gained during SBS, excellent ability to organize ideas and focus on relevant points. 76 – 100%</p> <p>Very Good-B: Very good understanding of the topic and ability to link theories to practice, usage of language, reasoning and provision of examples where needed. Very good evidence of knowledge gained during SBS. Very good ability to organize ideas and focus on relevant points. 60- 75%</p> <p>Good- C : Good understanding of the topic and ability to link theories to practice. Good usage of language, reasoning and provision of examples where needed evidence of knowledge gained during SBS, Good ability to organize ideas and focus on relevant points. 50-59%.</p> <p>Incomplete –D: Good understanding of the topic and ability to link theories to practice. Good usage of language, reasoning and provision of examples where needed evidence of knowledge gained during SBS, Good ability to organize ideas and focus on relevant points</p>	<p>Should give 3 examples. Why? Try to organize your writing! Before this, what else can you do? For kids! This is an orphan! Again why not the guardian? Reference?</p> <p>Grade awarded: Credit</p>

Kaatili	Student teacher No.1	An individual task about the theorists such as Piaget, Skinner Brunner, Vygotsky and Maslow. Student teachers were asked to relate those theories to the LCE (leaner centered in Namibia, how they can use those theories in their own classrooms and also to compare and contrast those theories.	<p>A student teacher will be graded Distinction, Credit, Complete and Incomplete based on the following criteria:</p> <ul style="list-style-type: none"> • Ability to focus on the essential facts/ issue asked • Ability to use the question asked appropriately • Appropriate language usage and correct spelling of words • Neatness of the work <p>Distinction: Outstanding demonstration of the above.</p> <p>Credit: Very good fulfillment of the above.</p> <p>Complete: Satisfactory demonstration of the above.</p> <p>Incomplete: Unsatisfactory work.</p>	<p>NB: Give the clear meaning of the words first before other detailed explanation of examples.</p> <p>Find word to connect ideas properly so that they sound more meaningful.</p> <p>Grade awarded: Distinction</p>
	Student teacher No.2	Test on curriculum issues on education.	<p>Distinction:</p> <ul style="list-style-type: none"> • An outstanding in- depth level of knowledge and understanding of questions • Excellent analysis, reasoning and engagement with issues asked in the questions • Logical organizations substantiated by examples • Excellent use of the language. <p>Credit:</p> <ul style="list-style-type: none"> • A very good level of knowledge and understanding of questions • Analysis and reasoning skills are very good with few issues undetected • A very good level of organization and presentation of ideas with few points not clarified. <p>Complete:</p> <ul style="list-style-type: none"> • An adequate knowledge and understanding of questions • Limited analysis and reasoning skills • Arguments and presentations of ideas appear less focused and too general <p>Incomplete: Unsatisfactory work</p>	<p><i>Expression of ideas needs to be very clear and write neatly.</i></p> <p>Grade awarded: Distinction</p>
	Student teacher No.3	Task on how to complete an attendance register for a term	<p>Distinction:</p> <ul style="list-style-type: none"> • Instructions to complete the attendance register are fully understood and accurately applied. • The recording is perfect and neat • Excellent calculations off all vertical and horizontal balances 	<p>Calculations should be accurately calculated.</p> <p>Write number <u>0</u> instead of (-) , where it is shown or needed.</p>

		Date submitted 3.07. 2008	<p>Credit:</p> <ul style="list-style-type: none"> The above criteria are very well adhered to with few errors in recording and calculations. <p>Complete:</p> <ul style="list-style-type: none"> Instructions to complete the attendance register are satisfactory understood. Neatness and accuracy in recording is satisfactory. <p>Incomplete:</p> <ul style="list-style-type: none"> The recording and calculations appear too be dirty and unprofessional. Riles to complete the attendance register are not correctly and systematically followed. 	Grade Awarded : Credit
Paula	Student teacher 1	An individual task about the theorists such as Piaget, Skinner Brunner, Vygotsky and Maslow. Student teachers were asked to relate those theories to the LCE (leaner centered in Namibia, how they can use those theories in their own classrooms and also to compare and contrast those theories.	<p>A student teacher will be graded Distinction, Credit, Complete and Incomplete based on the following criteria:</p> <ul style="list-style-type: none"> Ability to focus on the essential facts/ issue asked Ability to use the question asked appropriately Appropriate language usage and correct spelling of words Neatness of the work <p>Distinction: Outstanding demonstration of the above.</p> <p>Credit: Very good fulfillment of the above.</p> <p>Complete: Satisfactory demonstration of the above.</p>	<p><i>None</i></p> <p>Grade awarded: 52% - complete</p>
	Student Teacher 2	Test on curriculum issues on education.	<p>Distinction:</p> <ul style="list-style-type: none"> An outstanding in- depth level of knowledge and understanding of questions Excellent analysis, reasoning and engagement with issues asked in the questions Logical organizations substantiated by examples Excellent use of the language. <p>Credit:</p> <ul style="list-style-type: none"> A very good level of knowledge and understanding of questions Analysis and reasoning skills are very good with few issues undetected A very good level of organization and presentation of ideas with few points not clarified. <p>Complete:</p>	<p>Your approach to this question is not indicating that you are asked to show how constructivism is related to learner- centered approach.</p> <p>Grade awarded: 56% - complete</p>

			<ul style="list-style-type: none"> • An adequate knowledge and understanding of questions • Limited analysis and reasoning skills • Arguments and presentations of ideas appear less focused and too general <p>Incomplete:</p>	
	Student Teacher 3	Educational assessment	<ul style="list-style-type: none"> • Mastery of concepts in educational assessment and evaluation • Ability to analyze statements and draw correct conclusion. Ability to differentiate between different concepts and principles. • Responsibility in revising and application of Bloom's ideas in constructing assessment items. • Logical arrangement of assessment items • Designing a valid tool to assess all what should be assessed under a selected topic <p>Distinction:</p> <ul style="list-style-type: none"> • The students have shown an outstanding performance in the above. <p>Credit:</p> <ul style="list-style-type: none"> • The student has revealed a very good performance in the above <p>Complete:</p> <ul style="list-style-type: none"> • The student has achieved basic competencies in the above. <p>Incomplete :</p> <ul style="list-style-type: none"> • A student did not meet the above basic competencies 	<p>Do not ask too many questions in one!</p> <p>Class lists are usually in alphabetical order!</p> <p>Keep up the good work as well as integrating ICT in your tasks.</p> <p>Grade: 82% Distinction</p>